



## **Ashbourne Primary School**

### **PSHE and RSE Policy**

Policy written by: Carly Emberley

Ratified by: Teaching and Learning Committee

Date of ratification: 16<sup>th</sup> April 2024

How often should this policy be reviewed: Annually

Date of review:

Signature: \_\_\_\_\_ Chair of Teaching and Learning Committee

Signature: \_\_\_\_\_ Headteacher

Minute number of ratification: TLC/16/04/24/6g

# Personal, Social, Health and Emotional Education (PSHE) (incorporating Relationships Education, Relationships and Sex Education (RSE) and Health Education) Policy Statement.

## Contents

1. Aims .....	2
2. Statutory requirements.....	3
3. Policy development.....	3
4. Content and delivery .....	3
7. Roles and responsibilities .....	6
8. Monitoring arrangements .....	7
9. Parents' right to withdraw.....	7
10. Training .....	7
Appendix 1: Curriculum map .....	7
Appendix 2: Parent form: withdrawal from sex education within RSE .....	13

---

## 1. Aims

### PHSE Aims

Personal, Social, Health and Emotional Education (PSHE) at Ashbourne Primary aims to equip the pupils with the skills and knowledge to make informed decisions about their wellbeing, health and relationships and build their resilience and self-worth.

Our work is underpinned by our vision and aims: 'Nurturing aspiration through happy, creative learning'. Our PRAISE aims are at the heart of every lesson and our focus on the removal of barriers to learning is firmly embedded into all areas of the PSHE curriculum.

It is our intention that after completing the PSHE curriculum at Ashbourne Primary, pupils will have an increased awareness of the ever-changing, modern and diverse society they are a part of. They will have developed the skills and confidence to make sound decisions when facing risks, taking challenges and know how and when to ask for help in both an educational setting and the wider world.

### RSE Aims

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, 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

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Ashbourne Primary, we teach RSE as set out in this policy.

## 3. Policy development

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

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

## 4. Content and delivery

### 4.1 What we teach

As stated above, we are required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked above).

The Department for Education statutory guidance states that from September 2020, all primary schools must deliver Relationships and Health Education whereby parents cannot withdraw their child from this.

[Relationships Education](#)

- Families and people who care for me
- Caring friendships
- Respectful Relationships
- Online relationships
- Being safe

### Health Education

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

### Relationships and Sex Education (RSE)

Relationships and Sex Education is not currently compulsory and parents therefore have the choice to withdraw their child from this. However, the Department for Education continues to recommend that all primary schools should have a Sex Education programme tailored to the age and maturity of the pupils.

Elements of Sex Education which are covered by statutory subjects are however compulsory. Learning about 'the changing adolescent body' is part of Health Education. Children will learn key facts about puberty including physical and emotional changes, about menstruation and the key facts about the life cycle.

At Ashbourne Primary, the non-compulsory elements of Sex Education include the following:

In Key Stage 1, Sex Education covers: recognising the physical differences between boys and girls; using the correct names for the parts of the body (penis, vagina, testicles) and appreciating that some parts of the body are private.

In Lower Key Stage 2, Sex Education covers: how babies grow; what a baby needs to live and grow; understanding that boys' and girls' bodies need to change to be able to have a baby and identifying physical and emotional changes during puberty and how to cope with these changes.

In Upper Key Stage 2, Sex Education covers: how girls' and boys' bodies change during puberty and understanding the importance of looking after oneself physically and emotionally; describing how a baby develops from conception through the nine months of pregnancy and how it is born.

Refer to Appendix 1 for our PSHE and RSE curriculum map to see the overview and for more details about what we teach in each year group and Key Stage.

## **4.2 How we teach it**

All the following elements of teaching methods, resources, training and monitoring are essential elements in providing quality PHSE and RSE education.

### A Safe Learning Environment

In order for Relationships Education, Relationships and Sex Education and Health Education to be conducted safely, the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.
- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues

### Teaching and Learning Methods

Teaching and learning best practice will be applied. Active learning methods that support participation and encourage reflection will be used including group work, talking, negotiation and using thinking skills.

### Asking and Answering Questions

Teachers will attempt to answer pupil's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use discretion in these situations, and if necessary, refer to the PSHE coordinator for advice and support.

Teachers will apply the following principles:

1. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting - group agreement/ground rules will help to achieve this.
2. If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
3. Personal questions should be referred to the ground rules/group agreement.
4. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupil's discuss issues in a way which encourages thoughtful participation.
5. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

### Groupings

RSE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupil's usual teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may have different activities on occasions, the messages and information they receive will be consistent. It is important that genders learn about each other's changes etc. It is also important to note that at times, friendship groupings may be the safest way for pupils to discuss an issue. It will be left to the teacher's discretion to make these decisions.

### Resources

Teaching resources will be selected on the basis of their appropriateness to pupils and their

impact. The Wellbeing Team will also regularly review resources and obtain, within the constraints of the allocated budget, additional resources as necessary.

## **5.1 Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## **6.1 Use of resources**

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## **7. Roles and responsibilities**

### **7.1 The governing board**

The governing board will approve the PSHE & RSE policy and hold the headteacher to account for its implementation.

## 7.2 The Headteacher

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

## 7.3 Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils

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 headteacher. All Class Teachers are responsible for teaching RSE Ashbourne Primary.

## 7.4 Pupils

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

## 8. Monitoring arrangements

The delivery of PSHE and RSE is monitored by Carly Emberley (PSHE and RSE subject leader) through; planning and book scrutinies, learning walks, and pupil voice interviews.

This policy will be reviewed by the PHSE and SRE Coordinator (Carly Emberley), annually. At every review, the policy will be approved by the governing body.

## 9. Parents' right to withdraw

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

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

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

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

## 10. Training

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

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

# Ashbourne Primary School's Personal, Social and Health Education (PSHE) (incorporating Relationships Education, Relationships and Sex Education (RSE) and Health Education) Scheme Of Work

PSHE	HEALTH	STAYING SAFE	RELATIONSHIPS	RELATIONSHIPS AND SEX	ASPIRATIONS
Term Taught	Autumn 1	Autumn 2	Spring 1 & 2	Summer 1	Summer 2
Whole-school Topics	Wellbeing	Communication (Anti-Bullying) (Online Safety)	Diversity	Creativity (RSE)	Aspirations
<b>Early Years Foundation Stage</b>  <b>Reception</b>	<p style="text-align: center;"><i>Being me in my world</i></p> <ul style="list-style-type: none"> <li>• I can help others to feel welcome</li> <li>• I can try to make our school community a better place</li> <li>• I can think about everyone's right to learn</li> <li>• I can explain why we have rules.</li> <li>• I can care about other people's feelings</li> <li>• I can work well with others</li> </ul>	<p style="text-align: center;"><i>Healthy Me</i></p> <ul style="list-style-type: none"> <li>• I can make a healthy choice</li> <li>• I know how to keep clean</li> <li>• I know how to be physically active</li> <li>• I know how to be safe when doing physical activity.</li> <li>• I can keep myself and others safe</li> <li>• I know how to be a good friend and enjoy healthy relationships</li> <li>• I know how to keep calm and deal with difficult situations</li> </ul>	<p style="text-align: center;"><i>Relationships</i></p> <ul style="list-style-type: none"> <li>• I know how to make friends</li> <li>• I know how to solve friendship problems when they occur</li> <li>• I can help others to feel part of a group</li> <li>• I can show respect in how I treat others</li> <li>• I know how to help myself when I feel upset</li> <li>• I know and show what makes a good friendship</li> </ul> <p style="text-align: center;"><i>Celebrating difference</i></p> <ul style="list-style-type: none"> <li>• I can accept that everyone is different</li> <li>• I can include others when working and playing</li> <li>• I know how to help if someone is being bullied</li> <li>• I can try to solve problems</li> <li>• I can try to use kind words</li> <li>• I know how to give and receive compliments</li> </ul>	<p style="text-align: center;"><i>Changing me</i></p> <ul style="list-style-type: none"> <li>• I can understand that everyone is unique and special</li> <li>• I can express how I feel when changes happen</li> <li>• I can understand and respect the changes that I see in myself and other people</li> <li>• I know who to ask for help if I am worried about change</li> </ul>	<p style="text-align: center;"><i>Dreams and Goals</i></p> <ul style="list-style-type: none"> <li>• I can stay motivated when doing something challenging</li> <li>• I can keep trying even when it is difficult</li> <li>• I can work well with a partner or a group</li> <li>• I can have a positive attitude</li> <li>• I can help others to achieve their goals</li> <li>• I can work hard to achieve my own dreams and goals</li> <li>• I can talk about what job I would like when I am older.</li> </ul>

PSHE	HEALTH	STAYING SAFE	RELATIONSHIPS	RELATIONSHIPS AND SEX	ASPIRATIONS
Term Taught	Autumn 1	Autumn 2	Spring 1 & 2	Summer 1	Summer 2
Whole-school Topics	Wellbeing	Communication (Anti-Bullying) (Online Safety)	Diversity	Creativity (RSE)	Aspirations
<b>KS1</b>  <b>Year 1</b>	<ul style="list-style-type: none"> <li>I can explain ways of keeping clean (11a)</li> <li>I can recognise when I feel unwell (11b)</li> <li>I understand the basic rules of road safety</li> <li>I understand what medicine is and how to use it safely</li> </ul>	<ul style="list-style-type: none"> <li>I can explain what bullying is (6h)</li> <li>I can recognise and talk about my emotions (6b, 6c &amp; 6i)</li> <li>I can say what good manners are (3a)</li> <li>I can explain the term kindness (3a)</li> <li>I know the rules for keeping safe online (4c &amp; 7c)</li> <li>I understand the PRAISE aims.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe a healthy friendship (2b, 2c &amp; 2e)</li> <li>I can identify how I am similar to my friends</li> <li>I can identify how I am different to my friends</li> </ul>	<p>I can understand that changes happen as we grow and this is ok</p> <ul style="list-style-type: none"> <li>I know how my body has changed since I was a baby</li> <li>I can understand that growing up is natural and everyone grows at different rates</li> <li>I can identify the parts of the body that make boys different to girls and use the correct names for these</li> <li>I can respect my body and know which parts are private</li> <li>I can tell you about changes that have happened in my life and know some ways to cope with changes</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise feeling proud</li> <li>I can talk about someone who makes me proud</li> </ul>
PSHE	HEALTH	STAYING SAFE	RELATIONSHIPS	RELATIONSHIPS AND SEX	ASPIRATIONS
Whole-school Topics	Wellbeing	Communication (Anti-Bullying) (Online Safety)	Diversity	Creativity (RSE)	Aspirations
<b>KS1</b>  <b>Year 2</b>	<ul style="list-style-type: none"> <li>I can explain what keeps me healthy (8a, 8b &amp; 9a)</li> <li>I can explain the importance of sleep for good health (11d)</li> <li>I can make simple choices about my health and wellbeing (6i, 8b &amp; 9a)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain what bullying is (6h)</li> <li>I understand that bullying takes many forms (3f)</li> <li>I know who and how to ask for help (5g &amp; 5h)</li> <li>I can explain the term respect (3b)</li> <li>I can say why friendships are important (2a)</li> <li>I have ways of working through problems with friends (2d)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why families are important (1a)</li> <li>I recognise that other families may look different to mine (1c &amp; 1d)</li> <li>I can begin to understand what a stereotype is (3g)</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise cycles of life in nature</li> <li>I can tell you about the natural process of growing from young to old and understand that this is not in my control</li> <li>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</li> <li>I can recognise the physical difference between boys and girls and the correct names for parts of the body and</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise my successes and achievements</li> <li>I can talk about my hopes and worries for the future</li> </ul>

				<p>appreciate that some parts of my body are private</p> <ul style="list-style-type: none"> <li>• I can tell you what I like/don't like about being a girl or a boy</li> <li>• I can understand there are different types of touch and tell you which ones I like and don't like</li> <li>• I can say what I like and don't like and be confident to say so</li> <li>•</li> </ul>	
<b>PSHE</b>	<b>HEALTH</b>	<b>STAYING SAFE</b>	<b>RELATIONSHIPS</b>	<b>RELATIONSHIPS AND SEX</b>	<b>ASPIRATIONS</b>
<b>Term Taught</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1 &amp; 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Whole-school Topics</b>	<b>Wellbeing</b>	<b>Communication (Anti-Bullying) (Online Safety)</b>	<b>Diversity</b>	<b>Creativity (RSE)</b>	<b>Aspirations</b>
<b>LWKS2 Year 3</b>	<ul style="list-style-type: none"> <li>• I know how to reduce the risk of sun damage (11c)</li> <li>• I can recognise the signs of physical illness (11b)</li> <li>• I can explain the difference between a bacteria and a virus and can say how they are spread and treated (11a)</li> <li>• I can explain what constitutes a healthy diet (9a) (Eatwell plate)</li> <li>• I understand the importance of valuing myself and others</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that bullying takes many forms and has a negative impact on mental wellbeing (3f, 6h and 6i)</li> <li>• I can explain the term 'personal boundaries' (5c)</li> <li>• I know the rules for keeping safe online (4c &amp; 7c)</li> <li>• I know where to go for advice to help for myself or others (5g &amp; 5h)</li> <li>• I understand why school rules are important (link to PRAISE aims)</li> <li>• I have strategies for dealing with friendship conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what is meant by the term 'marriage' (1e)</li> <li>• I can describe the characteristics of a healthy family life (1b)</li> <li>• I can recognise if family relationships are making me feel unhappy or unsafe (1f)</li> <li>• I understand the importance of permission-seeking and giving in relationships with friends, peers and adults (3h)</li> <li>• I can explain family roles and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• I can understand how babies grow and develop and what a baby needs to grow.</li> <li>• I can identify the external changes in our bodies at puberty</li> <li>• I can identify the internal changes in our bodies at puberty</li> <li>I can recognise stereotypical ideas about family life</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about careers and job hopes for the future</li> </ul>
<b>LWKS2 Year 4</b>	<ul style="list-style-type: none"> <li>• I can explain what is meant by the term 'mental health' (6a, 6i &amp; 6j)</li> <li>• I have strategies to look after my mental health (6e, 6f, 6i &amp; 6j)</li> <li>• I can explain the mental and physical benefits of leading an active lifestyle (8a &amp; 8b)</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that bullying takes many forms and has a negative impact on mental wellbeing (3f, 6h and 6i)</li> <li>• I can explain what is meant by 'respectful behaviour' online (4b &amp; 7c)</li> <li>• I know the rules for keeping safe online (4c &amp; 7c)</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe the characteristics of a healthy friendship (2b &amp; 2e)</li> <li>• I understand the importance of permission-seeking and giving in relationships with friends, peers and adults (3h)</li> <li>• I understand healthy friendships are positive and do not make others feel lonely or excluded (2c)</li> </ul>	<ul style="list-style-type: none"> <li>• I can label parts of the internal and external parts of male and female bodies that are necessary for making a baby.</li> <li>• I can understand that having a baby is a personal choice</li> <li>• I can describe how a girl's body changes, in order for her</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe my hopes and dreams for the future (not just career based)</li> </ul>

	<ul style="list-style-type: none"> <li>• I can explain the risks associated with leading an inactive lifestyle (8c &amp; 8d)</li> <li>• I can explain what is meant by 'dental health' and can give examples of ways to look after my dental health (11e)</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain why we have age restrictions (7d)</li> <li>• I understand that people sometimes behave differently online (4a, 4d, 5f &amp; 7f)</li> <li>• I know where to go for advice to help myself or others (5g &amp; 5h)</li> <li>• I understand the difference between rewards and consequences</li> </ul>	<ul style="list-style-type: none"> <li>• I have strategies to deal with friendship ups and downs (2d &amp; 2e)</li> <li>• I understand that boundaries are normal part of relationships (5a)</li> <li>• I understand the terms isolation and loneliness (6g)</li> <li>• I can explain what tolerance means</li> </ul>	<p>to be able to have a baby when she is older.</p> <ul style="list-style-type: none"> <li>• I can talk about physical and emotional changes that they will experience during puberty.</li> <li>• I can identify changes that have been and may continue to be outside of my control that I learn to accept.</li> <li>• I can express my fears and concerns that are outside of my control and know how to manage these feelings positively.</li> </ul>	
<b>UPKS2 Year 5</b>	<ul style="list-style-type: none"> <li>• I can respond appropriately in an emergency and can do basic first aid (12a &amp; b)</li> <li>• I can explain the differences between allergies, immunisation and vaccination (11f)</li> <li>• I can plan and prepare a range of healthy meals (9b)</li> <li>• I can explain the risks associated with unhealthy eating (9c)</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that bullying takes many forms and has a negative impact on mental wellbeing (3f, 6h and 6i)</li> <li>• I can explain the concept of privacy (5b)</li> <li>• I understand that the internet can have both a positive and negative impact on my mental and physical wellbeing (7a, 7b, 7e &amp; 7f)</li> <li>• I know the rules for keeping safe online (4c &amp; 7c)</li> <li>• I know how to respond safely and appropriately to adults I may encounter (5d, 5e &amp; 5f)</li> <li>• I know where to go for advice to help myself or others (5g &amp; 5h)</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe what a respectful relationship looks like (3d)</li> <li>• I have strategies to improve or support respectful relationships (3c)</li> <li>• I understand the importance of respecting others even when they are different from me (3d)</li> <li>• I understand the importance of self-respect (3e)</li> <li>• I can explain what racism is</li> </ul>	<ul style="list-style-type: none"> <li>• I am aware of my own self-image and how my body image fits into that</li> <li>• I know how to develop my own self-esteem</li> <li>• I can describe how boys' and girls' bodies change during puberty</li> <li>• I understand the importance of looking after myself physically and emotionally</li> <li>• I can express how I feel about the changes that will happen to me during puberty</li> <li>• I can understand that sexual intercourse can lead to conception and that is how babies are usually made</li> <li>• I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain my dream job and why</li> </ul>
<b>UPKS2 Year 6</b>	<ul style="list-style-type: none"> <li>• I understand the difference between harmful legal and illegal substances and can</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that bullying takes many forms and has a negative</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that in school and wider society I should expect to</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how girls' and boys' bodies change during puberty and understand the</li> </ul>	<ul style="list-style-type: none"> <li>• I can express my hopes and aspirations for the future (transition focus)</li> </ul>

	<p>explain the associated risks (10a)</p> <ul style="list-style-type: none"> <li>• I can explain what constitutes a healthy diet (9a) (understanding calories and other nutritional content)</li> <li>• I can recognise when I am feeling stressed</li> <li>• I have strategies to cope with feelings of stress</li> </ul>	<p>impact on mental wellbeing (3f, 6h and 6i)</p> <ul style="list-style-type: none"> <li>• I know the rules for keeping safe online (4c &amp; 7c)</li> <li>• I know how to be a discerning consumer of information online (7g)</li> <li>• I can explain how information and data is shared and used online (4e)</li> <li>• I know where to go for advice to help myself or others (5g &amp; 5h)</li> </ul>	<p>be treated with respect and in turn show respect to others (3b)</p> <ul style="list-style-type: none"> <li>• I understand the importance of respecting others even when they are different from me (3d)</li> <li>• I can explain what a stereotype is the impact a stereotype may have (3g)</li> <li>• I am aware of different disabilities and can show understanding</li> </ul>	<p>importance of looking after ourselves physically and emotionally</p> <ul style="list-style-type: none"> <li>• I am aware of our own self-image and body image and becoming aware of the pressures to conform to gender and body stereotypes</li> <li>• I can consider the qualities that are important for relationships</li> <li>• I am aware of the influence of the media when forming views on sex and relationships</li> <li>• I can describe how a baby develops from conception through the nine months of pregnancy, and how babies are born</li> <li>• I can consider when an adult may be ready for parenthood</li> </ul>	
--	--	--	--	--	--

## Appendix 2: Parent form: withdrawal from sex education within RSE

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	