

Relationships and Sex Education (RSE) Policy



Welley Road
Wraysbury, Staines
TW19 5DJ

Headteacher: Mrs A Fox

Produced by:	Jo Allen
Ratified by the Governing Body	May 2022
Review date:	May 2023

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

Statutory Relationships and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

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

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

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

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

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

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Wraysbury Primary School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw

and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

“Sex and Relationships Education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.” (DFE July 2000)

Our children learn about sex and relationships from the very youngest age, even if we don't talk with them. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars and celebrities' lives become everyone's business; we should talk to our children to help them make sense of it all.

In the UK we have the highest rates of teenage pregnancy in Western Europe. We also have high rates of sexually transmitted infections (STIs). Effective SRE does not encourage early sexual experimentation – but it does enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready.

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE programme will complement their role and support them in the education of their child regarding sex and relationships.

AIMS AND OBJECTIVES

There are three main elements to our SRE programme:

- Knowledge and understanding
- Developing positive attitudes and values
- Extending personal and social skills

At Wraysbury Primary School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

The objectives of Sex and Relationship Education at Wraysbury Primary School are:

- Enabling our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- Teaching our pupils to respect themselves and others so they can move confidently from childhood, through to adolescence and into adulthood.
- Providing a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

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

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover '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'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

SEX AND RELATIONSHIPS EDUCATION IN THE NATIONAL CURRICULUM

The legal requirements are that Wraysbury Primary School has a statutory duty to teach the following as part of the National Curriculum Science Orders. ***Parents do not have the right to withdraw their children from these aspects of the Science curriculum.***

At Key Stage 1

- Notice that animals, including humans, have offspring which grow into adults

At Key Stage 2

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

SEX AND RELATIONSHIPS EDUCATION IN THE PERSONAL SOCIAL AND HEALTH EDUCATION (PSHE) CURRICULUM

At Wraysbury Primary School we teach SRE through our scheme of work for PSHE, called Jigsaw. This scheme has been quality assured by the PSHE association as meeting the requirements set out in the governments 'Sex and Relationship Education Guidance'. The scheme runs across all year groups from Reception to Year 6 and covers all aspects of personal, social, moral and spiritual education divided in to six themes:

- Being me in my world
- Celebrating difference
- Dreams and goals
- Healthy me
- Relationships
- Changing me



Sex and relationships education is taught through the '**Relationships**' and '**Changing Me**' themes in the summer term.

Foundation

Children learn about the concept of male and female and about young animals.

Year 1

Children in year 1 begin to understand the life cycles of animals and humans. They discuss the different ways that they have changed since they were a baby including the different ways their body has changed. The children learn the biological names for all body parts including penis, vagina and testicles. They also talk about the names different families also have for these body parts. They are taught that each time they learn something new they are changing a little bit.

Year 2

In year 2 children build on their learning from year 1 by matching the correct body parts to a boy and a girl. They discuss the function of clothing to keep us warm, to look nice and to keep our private parts private. The children learn about the natural process of growing from young to old and learn that this cannot be controlled. They recognise how their body has changed since they were babies.

Year 3

In year 3 children learn that in animals, including humans, it is usually the female that has a baby. They begin to understand how babies grow in the mother's uterus and once born, what a baby needs to live and grow.

Children are introduced to the word 'puberty' as the process of a child's body growing into an adult's body. Using biological terminology the children begin to learn about the changes that happen to the body during puberty, both outside and inside and why these changes are necessary so that their bodies can make babies when they grow up. They start to recognise stereotypical ideas they might have about parenting and family roles.

Year 4

Children in year 4 learn that babies are made from the joining of an egg and sperm and that because of this some of their personal characteristics come from each parent.

They learn the correct biological names for the internal and external parts of male and female bodies that are necessary for making a baby and that a sperm meets an egg.

All children learn how girls' bodies change in order for her to be able to have babies as an adult and that menstruation (having periods) is a natural part of this.

They can identify changes that have been and may continue to be out of their control that they have learned to accept.

Year 5

In year 5 children learn the concept of 'self-image' and how they see themselves may differ from how they are perceived by others.

Children continue to learn about how boys' and girls' bodies change during puberty and discuss how they might feel about this. They learn that being attracted to others is a natural part of growing up. The meanings of terms such as 'gay' are clarified as they arise.

The children learn that babies are usually made during sexual intercourse but sometimes people need IVF to help them have a baby.

Children learn that having a baby is a choice that is made by responsible adults and discuss different situations and scenarios represented in the world around them e.g. same sex parents. Contraception is discussed.

Children identify what they are looking forward to about being a teenager and begin to understand that growing up brings growing responsibilities. Children are made aware that the age of consent for sexual intercourse is 16.

Year 6

Children in year 6 discuss their own self-image and learn how to develop their self-esteem. They talk about how celebrities are represented in magazines and how these images are 'airbrushed' and are not realistic representations.

The children use their knowledge to answer questions and give advice to their peers about worries and concerns they have about getting older. They continue to learn about the importance of looking after themselves physically and emotionally. More advanced terminology is explained to the children as it arises.

In year 6, children will describe how a baby develops from conception, through the nine months of pregnancy, and how it is born.

They discuss how being physically attracted to someone changes the nature of relationships.

As they near the end of the theme the children reflect on their experiences of primary school and discuss their worries about transition to secondary school.

A range of teaching methods are used. Sex and relationship education is usually delivered in mixed gender groups. However, on occasions where it is more appropriate they will be taught in single gender groups.

Consulting Parents

The 'Changing Me' materials and resources that will be used in the school's SRE Programme are available for parents to see in school. A request must be made to the Head Teacher, who will give parents the opportunity to review the resources. A whole school overview of the SRE objectives will be sent to parents/carers.

Parents have the right to withdraw their children from only those aspects of SRE not included in the National Curriculum Science Orders and when this is the case children will work in a different class during these sessions. However, the school cannot prevent them hearing about the learning from their peers and cannot be responsible for any misconceptions that may arise from this.

SEX AND RELATIONSHIPS EDUCATION - POLICY AND PRACTICE

- The Head Teacher will have overall responsibility for the provision of the programme and will monitor its implementation recommending any necessary changes to governors as appropriate.
- Parents will receive prior notification of the SRE Programme to enable them to discuss issues with staff or their own children.
- Materials used in the SRE Programme will be available to parents on request.
- Parents may withdraw their children from part of the school's SRE Programme if they wish. However the school cannot prevent them hearing about the learning from their peers and cannot be responsible for any misconceptions that may arise from this.
- The SRE Programme will cover aspects of personal hygiene, puberty, menstruation, pregnancy and birth.
- The children will be taught in both single and mixed gender groups as appropriate (at the school's discretion).

- If children ask questions outside the SRE Programme, the teachers will use their professional discretion in answering them in an appropriate manner and at an appropriate and suitable time.
- Every child is entitled to receive SRE.
- It is our intention all children have the opportunity to experience a programme of SRE at an age appropriate level.
- The school's SRE Policy is subject to review.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. All classrooms have a 'Jigsaw' post box/ worry box where children can anonymously post any questions that arise from their SRE session.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom or one which is beyond the year group objectives provision will be made to meet the individual child's needs.

Children with Special Needs

Resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education.

Child Protection / Confidentiality

Teachers are aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher/Designated Child Protection person in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Monitoring and Evaluation

Monitoring is the responsibility of SMT. The effectiveness of the SRE programme will be evaluated by assessing children's learning. Change will be implemented if required.

This policy document will be available to Parents via our website.

Links to further reading:

Relationships Education, Relationships and Sex Education (RSE) and Health Education : Published by the DfE in 2020

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

Sex and Relationships Education for the 21st Century: Published by the PHSE Association

Jigsaw Content

At Wraysbury Primary School, we believe children should understand the facts about human reproduction before they leave primary school.

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

At Wraysbury Primary School, puberty is taught as a **statutory** requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit).

We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle:

Year 3, Lesson 2 (Baby growing in womb)

Year 3 lesson 4 (Internal reproductive system)

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6 Lesson 2 (Internal reproductive system)

Year 6, Lesson 3 (Conception, birth)

The school will inform parents of this right before the Changing Me Puzzle is taught.

The grid below shows specific learning intentions for each year group in the ‘Changing Me’ Puzzle. These specific lessons sit within the whole Puzzle (6 lessons) which looks at change and coping with change in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can all cope with. Parents may only request for their child to be withdrawn from the highlighted lessons not from the whole unit.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. Respect my body and understand which parts are private.
2	Piece 4 Boys' and Girls' Bodies	Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. Tell you what I like/don't like about being a boy/girl.
3	Piece 1 How Babies Grow	Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. Express how I feel when I see babies or baby animals.
	Piece 2 Babies	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. Express how I might feel if I had a new baby in my family.
	Piece 3 Outside Body Changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. Identify how boys' and girls' bodies change on the outside during this growing up process. Recognise how I feel about these changes happening to me and know how to cope with those feelings.
	Piece 4 Inside Body Changes	Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. Recognise how I feel about these changes happening to me and how to cope with these feelings.
4	Piece 2 Having A Baby	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby Understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
5	Piece 2 Puberty for Girls	Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally. Understand that puberty is a natural process that happens to everybody and that it will be OK for me.
	Piece 3 Puberty for Boys	Describe how boys' and girls' bodies change during puberty. Express how I feel about the changes that will happen to me during puberty.
	Piece 4 Conception	Understand that sexual intercourse can lead to conception and that is how babies are usually made. Understand that sometimes people need IVF to help them have a baby. Appreciate how amazing it is that human bodies can reproduce in these ways.
6	Piece 2 Puberty	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. Express how I feel about the changes that will happen to me during puberty.
	Piece 3 Babies – Conception to Birth	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Recognise how I feel when I reflect on the development and birth of a baby.
	Piece 4 Attraction	Understand how being physically attracted to someone changes the nature of the relationship.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Wraysbury Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise,

and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:

‘Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?’ (Parent leaflet)

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World

	relationships with friends, peers and adults.	
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

Physical health and mental well-being education in Primary schools – DfE Guidance

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

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me

	<p>and negative content online on their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. 	
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me

	<ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination 	
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

Appendix 1



Withdrawal from Sex Education Lesson Form

Name of Student:	Name of parent/carer:
Year Group:	Date:
The reason for wanting to withdraw your child from non-statutory sex education:	
Any other information: Eg which lesson/s	
For School use only:	
Agreed actions from request:	
Request granted: Yes/No	Date: