



# Chipping Hill Primary School

## Personal, Social, Health Education and Relationships and Sex Education Policy

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Date of policy: 29/04/2026

Review date: 29/04/2029

Members of staff responsible for PSHE Education: Mrs Wendy White

Headteacher: Mrs Aimee Walker

Chair of Governors: Ms. K. Butler

## **1. How this Policy was developed**

This policy was written by the Headteacher and PSHE Lead and developed in consultation with parents, teachers and other school staff, governors and the pupils at Chipping Hill Primary School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all our pupils. It has been approved by the school's governing body.

## **2. Legal requirements of schools**

It is now a statutory requirement for primary schools to deliver Relationships Education and Health Education, and the Department for Education (DfE) recommends primary schools to deliver Sex Education in years 5 and / or 6, in line with content about conception and birth, which forms part of the national curriculum for science.

Health Education is also statutory in all schools<sup>1</sup>.

We at Chipping Hill Primary School acknowledge that under the Education Act 2002 all schools must provide a balanced and broadly-based curriculum and wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

## **3. What Personal, Social, Health and Economic (PSHE) education including Relationships Education, is:**

Our PSHE education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

Our PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;

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<sup>1</sup> Except Independent Schools where PSHE education remains statutory.

3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

#### **4. How PSHE education, including Relationships Education, is provided and who is responsible for this**

At Chipping Hill Primary School we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of SCARF can be found in our appendices. It covers all of the DfE's statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. Pupils are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead, Mrs White, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

## **5. What is being taught**

In the appendices can be found the SCARF medium term planning for both Key stage 1 and 2 and the Early Years Foundation Stage as well an overview of our Science programmes of study<sup>2</sup>.

### **The Early Years Foundation Stage**

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

### **KS1 and KS2**

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these

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<sup>2</sup> Relationships and Sex Education can also be found within National Curriculum Science

activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y6, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

## **6. How PSHE education, including Relationships Education, is taught**

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes, in mixed sex groupings, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques. Recording takes place through class floor books.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding and child protection policy.

Support is provided to children experiencing difficulties on a one-to-one basis, via our Family Liaison Officers.

## **7. How PSHE education is monitored, evaluated and assessed**

We use two SCARF methods of monitoring and assessing learning within PSHE at Chipping Hill Primary School:

### **SCARF Progress**

For each of the six units we carry out a specially designed pre- and post-unit assessment activity. Conducted twice, first at the beginning of the unit to determine where the children are at; and then again at the end of the unit, enabling us to monitor progress, record key points and identify areas for further

development. This both teacher and child to see what progress has been made over the course of each half- termly unit of lesson plans.

### **SCARF Success**

At the end of a unit, we consider a range of 'I can' statements, which summarise children's learning against the unit's key learning outcomes.

This method of recording also enables the teacher to make termly assessments of progress for each child using KPIs alongside our Sonar Assessment tracker. We pass this information on to the next teacher at the end of each year.

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE subject lead continuously monitors teaching and learning of the subject and areas for development are also identified. They have specially-allocated regular management time, enabling them to review evidence of the children's work and monitor any assessments made.

### **8. How the delivery of the content will be made accessible to all pupils**

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their EHCPs and One Plans.

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender or is gender questioning, will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 10%<sup>3</sup> of pupils will go on to define themselves as gay, lesbian, or bi-sexual. It is possible that some pupils will also have LGB parents / carers, brothers or sisters, other family members and / or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

## **9. Parental concerns and withdrawal of students**

Parents have the right to request that their child be withdrawn from some or all of the *non-statutory Sex Education* our school teaches but **not** Relationships or Health Education. Parents do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents are invited to view our resources and discuss any concerns with our staff.

Applications to request withdrawal should be made using the form in Appendix 3. Before granting a request to withdraw a child/ren, the headteacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and Sex Education. Good communication and opportunities for parents to understand and ask questions about our school's approach help increase confidence in the curriculum.

It is statutory for our school to show parents examples of the resources we plan to use. Parents will be able to view examples of these resources upon request with the class teacher. We will communicate with parents prior to delivering the Growing and Changing unit which links to the RSE elements of the curriculum. Ongoing communication with parents about what is planned to be taught and when, will be provided through termly letters home. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families'

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<sup>3</sup> <https://www.stonewall.org.uk/news/new-stats-reveal-that-lesbian-gay-and-bisexual-people-are-a-growing-part-of-uk-society>

values in regards to relationships and sex alongside the information they receive at school.

## **10. Dissemination of the Policy**

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about PSHE education be required, please contact the PSHE subject lead.

## **11. Policy Review and Development Plan**

The policy will be reviewed every three years, in consultation with parents, teachers and other school staff, governors and pupils.

## **12. Sources of Further Information**

This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) (2011)
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' (July 2025)
- PSHE Association 'Writing and updating your school's Relationships and Sex Education (RSE) Policy' (October 2025)
- DfE 'Keeping Children Safe in Education' (September 2025)
- Ofsted Education Inspection Framework (November 2025)

### **This policy should be read in conjunction with the following:**

- Chipping Hill Primary School Child Protection Policy
- Chipping Hill Primary School Behaviour and Relationships Policy
- Chipping Hill Primary School Inclusion Policy

# Appendices

## 1. SCARF Long Term Planning

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
<b>Y1</b>	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
<b>Y2</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
<b>Y3</b>	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
<b>Y4</b>	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
<b>Y5</b>	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
<b>Y6</b>	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

## 2. DfE Statutory Guidance Categories: Relationships Education (Primary)

By the end of primary school pupils should know:

<p>Families and people who care for me <b>(FPC)</b></p>	<ol style="list-style-type: none"><li>1. That families are important for children growing up safe and happy because they can provide love, security and stability.</li><li>2. The characteristics of safe and happy family life, such as 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.</li><li>3. That the families of other children, 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 marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.</li><li>5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ol>
<p>Caring friendships <b>(CF)</b></p>	<ol style="list-style-type: none"><li>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.</li><li>3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.</li><li>4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</li><li>5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</li><li>6. How to manage conflict, and that resorting to violence is never right.</li><li>7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</li></ol>
<p>Respectful, kind relationships <b>(RKR)</b></p>	<ol style="list-style-type: none"><li>1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</li><li>2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</li><li>3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. the importance of self-respect and how this links to their own happiness.</li><li>4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.</li><li>5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</li><li>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</li></ol>

	<ol style="list-style-type: none"> <li>7. The conventions of courtesy and manners.</li> <li>8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.</li> <li>9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</li> <li>10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</li> <li>11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</li> </ol>
<p>Online safety and awareness (<b>OSA</b>)</p>	<ol style="list-style-type: none"> <li>1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</li> <li>2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</li> <li>3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</li> <li>4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</li> <li>5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.</li> <li>6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.</li> </ol>
<p>Being safe (<b>BS</b>)</p>	<ol style="list-style-type: none"> <li>1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</li> <li>2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</li> <li>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</li> <li>5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</li> <li>6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.</li> <li>7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</li> </ol>

<p>General wellbeing <b>(GW)</b></p>	<ol style="list-style-type: none"> <li>1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.</li> <li>2. The importance of promoting general wellbeing and physical health.</li> <li>3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.</li> <li>4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</li> <li>5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>6. That isolation and loneliness can affect children, and the benefits of seeking support.</li> <li>7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.</li> <li>8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.</li> <li>9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>10. That it is common to experience mental health problems, and early support can help.</li> </ol>
<p>Wellbeing online <b>(WO)</b></p>	<ol style="list-style-type: none"> <li>1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.</li> <li>2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.</li> <li>3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.</li> <li>5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.</li> <li>6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.</li> <li>7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them</li> <li>8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.</li> <li>9. How to understand the information they find online, including from search engines, and know how information is selected and targeted</li> <li>10. That they have rights in relation to sharing personal data, privacy and consent.</li> <li>11. Where and how to report concerns and get support with issues online.</li> </ol>

Physical health and fitness <b>(PHF)</b>	<ol style="list-style-type: none"> <li>1. The characteristics and mental and physical benefits of an active lifestyle.</li> <li>2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.</li> <li>3. The risks associated with an inactive lifestyle, including obesity.</li> <li>4. How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ol>
Healthy eating <b>(HE)</b>	<ol style="list-style-type: none"> <li>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>2. Understanding the importance of a healthy relationship with food.</li> <li>3. The principles of planning and preparing a range of healthy meals.</li> <li>4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ol>
Drugs, alcohol, tobacco and vaping <b>(DATV)</b>	<ol style="list-style-type: none"> <li>1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.</li> </ol>
Health protection and prevention <b>(HP)</b>	<ol style="list-style-type: none"> <li>1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.</li> <li>4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.</li> <li>5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.</li> </ol>
Personal safety <b>(PS)</b>	<ol style="list-style-type: none"> <li>1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks</li> <li>2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.</li> </ol>
Basic first aid <b>(BFA)</b>	<ol style="list-style-type: none"> <li>1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</li> <li>2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.</li> </ol>
Developing bodies <b>(DB)</b>	<ol style="list-style-type: none"> <li>1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.</li> <li>2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.</li> <li>3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.</li> </ol>

## Parent Form for 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 Chipping Hill Primary School:	
Name of Child:	Class:
Date of meeting:	
Agreed actions from discussion with parents:	
Headteacher Signature:	Parent Signature: