Wellstead Primary School
Sowing the Seeds of Success

Relationship and Sex Education (RSHE) policy 2026

Wellstead Primary School

Approved by:	Learning Committee	**Date:**	October 2026
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1. Aims

The aims of relationships and sex education (RSE) at Wellstead Primary School are to:

- Provide a safe and structured framework for sensitive, age-appropriate discussions.
- Prepare pupils for puberty by developing a clear, age-appropriate understanding of physical and sexual development, alongside the importance of personal health and hygiene.
- Support pupils to develop self-respect, confidence, resilience, and empathy for others.
- Foster a positive, open culture around physical change, identity, and relationships.
- Teach accurate, scientifically correct biological vocabulary to describe bodies and development.

This policy is embedded within our school values — *Sowing the Seeds of Success* — where caring for ourselves and others, resilience, achievement, and mutual respect are actively nurtured and celebrated.

This policy should be read alongside the school's Child Protection and Safeguarding Policies, Behaviour Policy and Anti-Bullying Policy.

2. Definition

At Wellstead Primary School, RSE supports pupils' emotional, social, and cultural development. It teaches relationships, health, growing up, identity, and diversity within a framework of safety and mutual respect. RSE emphasises protective, preventative learning and does not promote sexual activity.

3. Statutory requirements

Wellstead Primary School operates in accordance with its statutory duties relating to education, health, and safeguarding.

To ensure clarity and transparency for our families, the school differentiates between statutory and non-statutory elements:

1. Relationships Education (Statutory): Focuses on the building blocks of positive relationships, including families, friendships, respect, online safety, and physical and digital boundaries. It does not include detailed teaching on sexual activity. It does include protective and preventative learning, including recognising inappropriate behaviour or sexual violence, delivered in an age-appropriate, respectful and non-alarming way to support pupil safety.
2. Health Education (Statutory): Focuses on the physical and mental aspects of growing up, including puberty, menstrual health, emotional self-regulation, and the correct anatomical terminology for the human body.
3. Sex Education (Non-Statutory): In line with Department for Education guidance, the school provides a discrete Sex Education unit in Year 6, delivered by class teachers. This is taught in a factual, age-appropriate and sensitive manner and focuses strictly on how a baby is conceived and born, building on the National Curriculum for Science. Parents and carers are shown the resources and teaching materials in advance of the unit being taught.

Relationships Education and Health Education have been statutory for all schools since September 2020, and the RSHE curriculum at Wellstead reflects the following guidance and legislation.

National Guidance:

RSE is delivered with due regard to the statutory *Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance* issued under section 403 of the *Education Act 1996*, and the *Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019*.

- **Updated Statutory Guidance:** Revised statutory guidance published by the Department for Education in July 2025 will come into force on 1 September 2026. RSE Guidance for implementation Sept 2026

Broader statutory duties:

- The *Education and Inspections Act 2006*, promoting pupil well-being and safety.
- The *Education Act 1996* (as amended), requiring an up-to-date policy and clarity around parental withdrawal.
- Sections 406 and 407 of the *Education Act 1996*, ensuring political impartiality.
- The *Equality Act 2010* and the *Public Sector Equality Duty* (Section 149), requiring schools to eliminate discrimination, advance equality of opportunity, and foster positive relationships.

4. Policy development

This policy has been developed through a consultative process involving school staff, parents/carers, and governors. Stakeholder feedback helps ensure the curriculum meets pupils' developmental needs and supports their long-term safety, health, and wellbeing.

1. Review: The RSHE subject leader collates relevant information, including updates to national and local statutory guidance.
2. Staff and Governor Consultation: Staff and governors review the policy, cross-reference it with safeguarding procedures, and make formal recommendations.
3. Parent and Carer Consultation: Parents and carers are invited to dedicated consultation opportunities to understand the curriculum, review content, and provide feedback.
4. Pupil Consultation: We seek pupil voice through school council discussions and post-unit evaluations to ensure content is timely, appropriate, and responsive to pupils' needs.
5. Ratification: Following amendments, the policy is formally ratified by the Governing Board, and published.

This policy is published on the school website and is available free of charge on request.

5. Curriculum

Our RSE curriculum is carefully sequenced to build knowledge progressively across year groups (see Appendix 1) and organised into age-appropriate units that reflect pupils' emotional maturity and developmental stage.

Further information about our RSHE curriculum is available on the school website (**insert link**).

RSE is taught systematically through the evidence-based Coram SCARF (Safety, Caring, Achievement, Resilience, Friendship) programme. SCARF: Safety, Caring, Achievement, Resilience, Friendship

Staff are trained to manage any safeguarding disclosures and follow the school's safeguarding and child protection policies, reporting concerns immediately to the Designated Safeguarding Lead (Amanda Greenwood).

Further details of our RSE curriculum are provided in Appendices 1 and 2.

5.1 The Six Coram SCARF Themes:

The SCARF framework structures learning across six half-termly units:

1. Me and My Relationships – feelings, complex emotions, conflict resolution, and positive friendship characteristics.
2. Valuing Difference – respectful relationships, challenging stereotypes, and celebrating British values.
3. Keeping Myself Safe – keeping bodies and minds healthy, recognising risk, and setting physical boundaries.
4. Rights and Responsibilities – civic duty, money management, and participation in the wider community and digital world.

5. Being My Best – growth mindset, resilience, physical wellbeing, goal-setting, and personal achievement.
6. Growing and Changing – human body systems, life stages, puberty, and personal privacy.

Most targeted Relationships and Sex Education content is taught within the *Me and My Relationships* and *Growing and Changing* units, delivered in Autumn 1 and Summer 2 across all year groups.

5.2 Core National Curriculum Science Integration

To ensure clarity and progression, RSE builds directly on statutory Science objectives:

- In Year 2: pupils learn that animals, including humans, have offspring that grow into adults, focusing on growth rather than reproduction processes.
- In Year 5: pupils study life cycles and the physical and emotional changes from birth to old age, including puberty.
- In Year 6: pupils receive the non-statutory Sex Education unit, learning the biological facts of how a baby is conceived and born to support transition to secondary education.

Lessons are normally taught in mixed-gender, whole-class settings. Single-sex groupings may be used for specific puberty or menstrual health sessions where this supports pupil comfort and focused discussion.

5.3 Safe Classroom Learning Environments

To ensure all pupils feel safe, supported, and able to engage confidently with the curriculum, teachers apply clear classroom practices:

RSE is taught primarily by class teachers, with occasional support from trained external providers where appropriate.

- Group Agreements: Classes establish shared ground rules that promote privacy, mutual respect, and non-judgmental listening.
- Distancing Techniques: Sensitive topics are taught using fictional scenarios, role-play, characters, and third-party resources, reducing personal emotional risk.

The school also remains mindful of its legal responsibilities and does not condone or encourage illegal activity, including violence, criminal damage, hate crime, terrorism, or the illegal use of drugs.

5.4 Materials and Resources

We ensure that the SCARF curriculum and any additional materials used are appropriate and comply with legal duties relating to political impartiality. Wellstead Primary School retains full responsibility for all curriculum content, messaging, and learning resources delivered to pupils. Robust pre-screening and vetting procedures are applied before any external agency, speaker, or resource is used:

- **Political Impartiality:** We do not work with, or use materials from, external organisations that promote or advocate extreme political positions.
- **Fundamental British Values:** All contributions support the values of democracy, individual liberty, the rule of law, and mutual respect and tolerance.
- **Vetting Procedures:** All materials are reviewed in advance. The school verifies the role and suitability of visiting speakers and checks organisational data protection and imagery protocols.
- **Classroom Oversight:** A member of school staff remains present throughout any session delivered by an external provider and has the authority to intervene or stop a session if it does not meet policy expectations.

External visits, including Coram Life Education workshops, are planned within the published curriculum and reflect the school's core values. The school remains accountable for what is said to pupils and ensures that no external input undermines the fundamental British values.

5.5 Question-Handling Protocol

If pupils ask questions that fall outside the planned curriculum, or relate to content from which they have been withdrawn, teachers respond in a factual and age-appropriate manner. Staff acknowledge the question and manage it using the Coram SCARF flowchart on *'How to answer children's questions that go beyond the planned curriculum'*. This may include encouraging discussion with parents or trusted adults, signposting to appropriate support services, or arranging a follow-up conversation. These approaches reduce the risk of misinformation, unanswered questions, or unsafe online searches.

6. Accessibility, Inclusivity and Equalities Duties

Wellstead Primary School ensures that its RSE curriculum is inclusive, relevant, and delivered in accordance with its duties under the *Equality Act 2010*. Teaching is adapted to reflect pupils' diverse backgrounds, family circumstances, and lived experiences, ensuring that no child is disadvantaged or marginalised.

- **Gender Equality:** The curriculum reflects the experiences of both boys and girls and is accessible to pupils who are gender-questioning or identify as transgender. Teachers actively challenge harmful gender stereotypes and promote critical engagement with media influences, while avoiding language or resources that may stigmatise pupils or expose them to harmful content.
- **Ethnic, Cultural, and Religious Diversity:** Teaching acknowledges and respects a wide range of ethnic, cultural, and religious perspectives relating to relationships, privacy, and puberty. Engagement with community perspectives supports mutual understanding and fosters an inclusive school environment.
- **Varying Family Structures:** In line with Department for Education guidance, learning materials positively and accurately represent a range of family structures, including single-parent families, same-sex parents, blended families, adoptive families, foster families, and families led by grandparents.
- **Sexual Orientation:** The curriculum takes a sensitive and balanced approach to sexual orientation, recognising that some pupils will identify as gay, lesbian, or bisexual, or have family members who do. Learning about attraction and relationships is addressed naturally and age-appropriately. Homophobic, biphobic, or transphobic language or behaviour is not tolerated and is addressed in line with the school's *Anti-Bullying Policy*.

6.1 Special Educational Needs and Disabilities (SEND):

Teaching approaches and resources are differentiated to support pupils with a range of learning, emotional, behavioural, and physical needs, in line with the *SEND Code of Practice (0–25 years)*.

Working with Parents

Wellstead Primary School maintains a transparent approach to its RSE curriculum:

- Parents and carers may inspect long-term curriculum plans and a representative selection of teaching resources on request.
- Core materials and any third-party resources used to deliver RSE are shared with parents and carers on request; copies of this policy are provided free of charge.
- Parents and carers receive advance notice before puberty, menstrual health, and Year 6 Sex Education units are taught.

- Any changes to the published RSE curriculum made in response to emerging local safety concerns (e.g. online risks) are communicated to parents in advance, with relevant materials shared as appropriate.

7. Roles and responsibilities

7.1 The governing board

The governing board will ratify the RSE policy, and hold the headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, for ensuring that the resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

7.3 Staff

Staff are responsible for:

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

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

All class teachers will be responsible for teaching RSE at Wellstead Primary School.

7.4 Pupils

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

8. Parents' right to withdraw

Parents and carers do not have the right to withdraw their children from statutory Relationships Education, statutory Health Education, or any biological science content within the National Curriculum for Science.

Parents and carers may request the withdrawal of their child from the non-statutory elements of Sex Education delivered in Year 6, specifically the discrete lessons focused on *how a baby is conceived and born* that sit outside the Science curriculum.

- **Request process:** Requests for withdrawal must be made in writing using the parent/carer form in Appendix 3 and addressed to the headteacher.

- **Headteacher consultation:** On receipt of a request, the headteacher or class teacher will meet with parents (and, where appropriate, the pupil) to explain the protective nature of the curriculum. This discussion will outline the educational benefits of receiving the teaching in a structured setting and the potential social or emotional risks of exclusion (for example, receiving inaccurate information from peers).
- **Granting and provision:** If parents choose to proceed, the request will be granted. The school will provide guidance and materials to support parents in delivering Sex Education at home. Pupils withdrawn from these sessions will receive appropriate, supervised education in an alternative classroom for the duration of the lessons.

9. Training

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

The headteacher may also invite visitors from outside the school, such as school nurses or specialist teacher advisors, to provide support and training to staff teaching RSE, where appropriate.

10. Monitoring arrangements

The delivery of RSE is monitored by Priya Mundy (RSHE subject leader) through planned monitoring activities, including planning scrutiny, learning walks, book looks, and pupil interviews.

Pupils' progress and development in RSE is monitored by class teachers as part of the school's internal assessment processes.

This policy is reviewed annually by Priya Mundy and Amanda Greenwood and is formally approved by the Governing Board at each review.

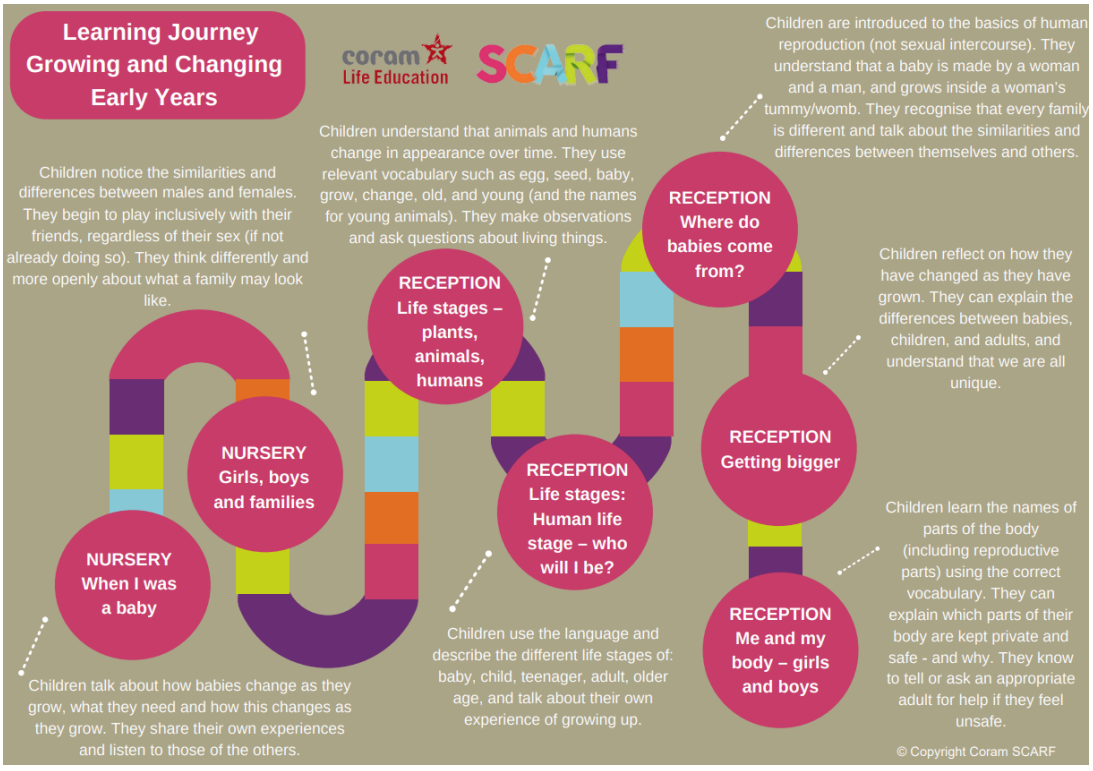
Appendix 1: Curriculum map

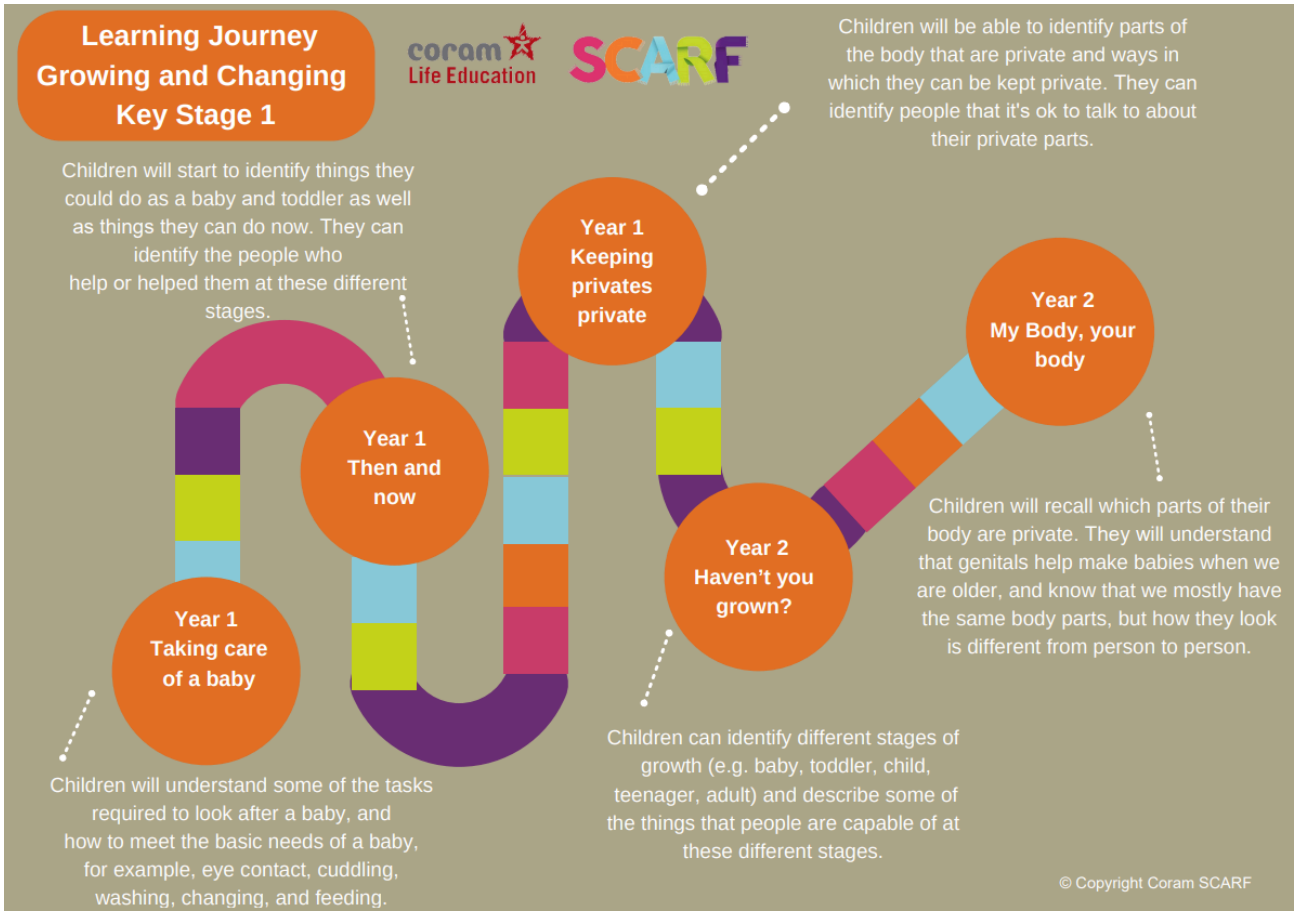
Relationships and sex education curriculum map

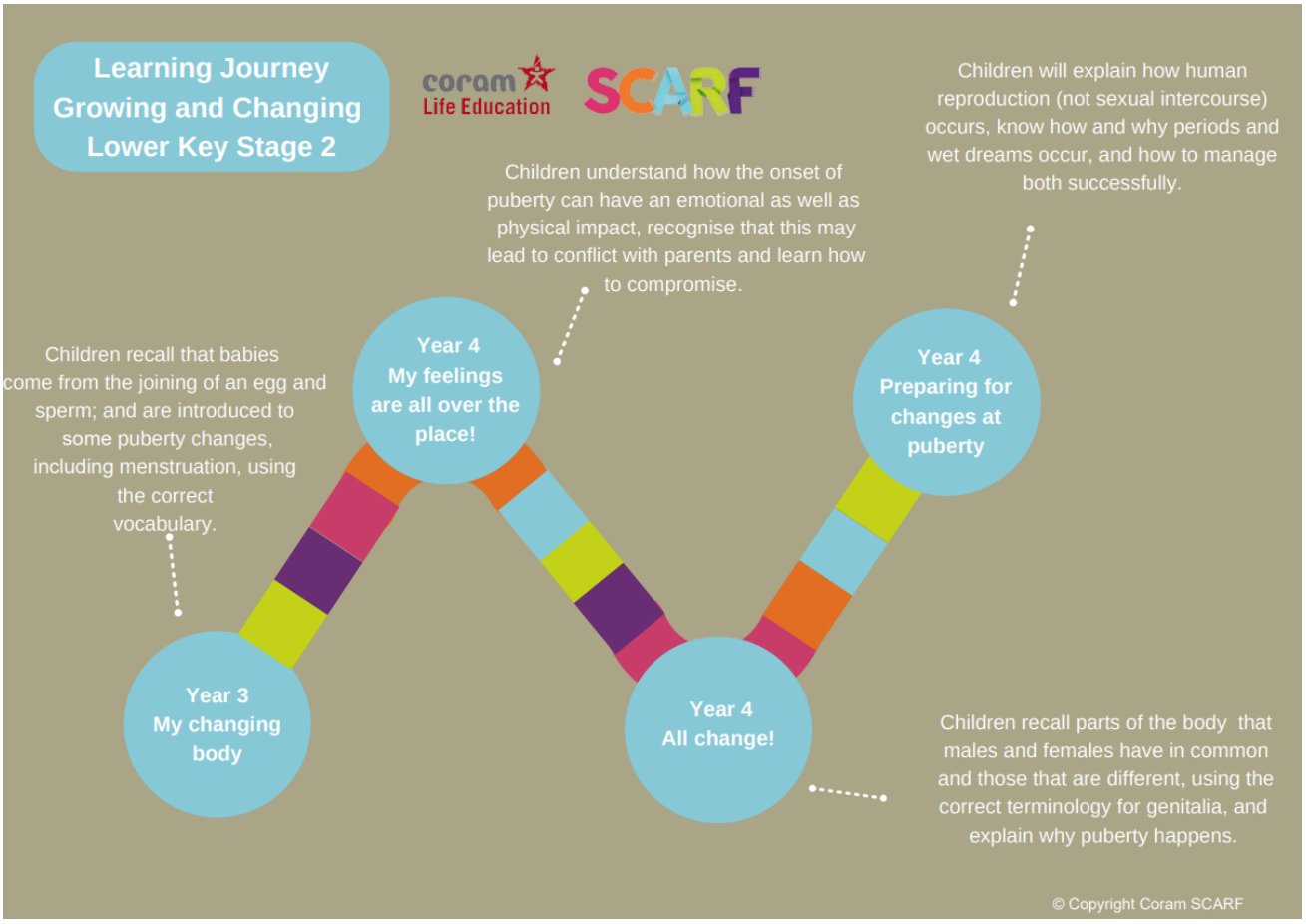
YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year R	Autumn 1	Me and My Relationships – ● What makes me special ● People close to me ● Getting help	
Year R	Summer 2	Growing and Changing – ● Cycles ● Life stages ● Girls and boys – similarities and difference	
Year 1	Autumn 1	Me and My Relationships – ● Feelings ● Getting help ● Classroom rules ● Special people ● Being a good friend	
Year 1	Summer 2	Growing and Changing – ● Getting help ● Becoming independent ● My body parts ● Taking care of self and others	
Year 2	Autumn 1	Me and My Relationships – ● Bullying and teasing ● Our school rules about bullying ● Being a good friend ● Feelings/self-regulation	
Year 2	Summer 2	Growing and Changing – ● Life cycles ● Dealing with loss ● Being supportive ● Growing and changing ● Privacy	

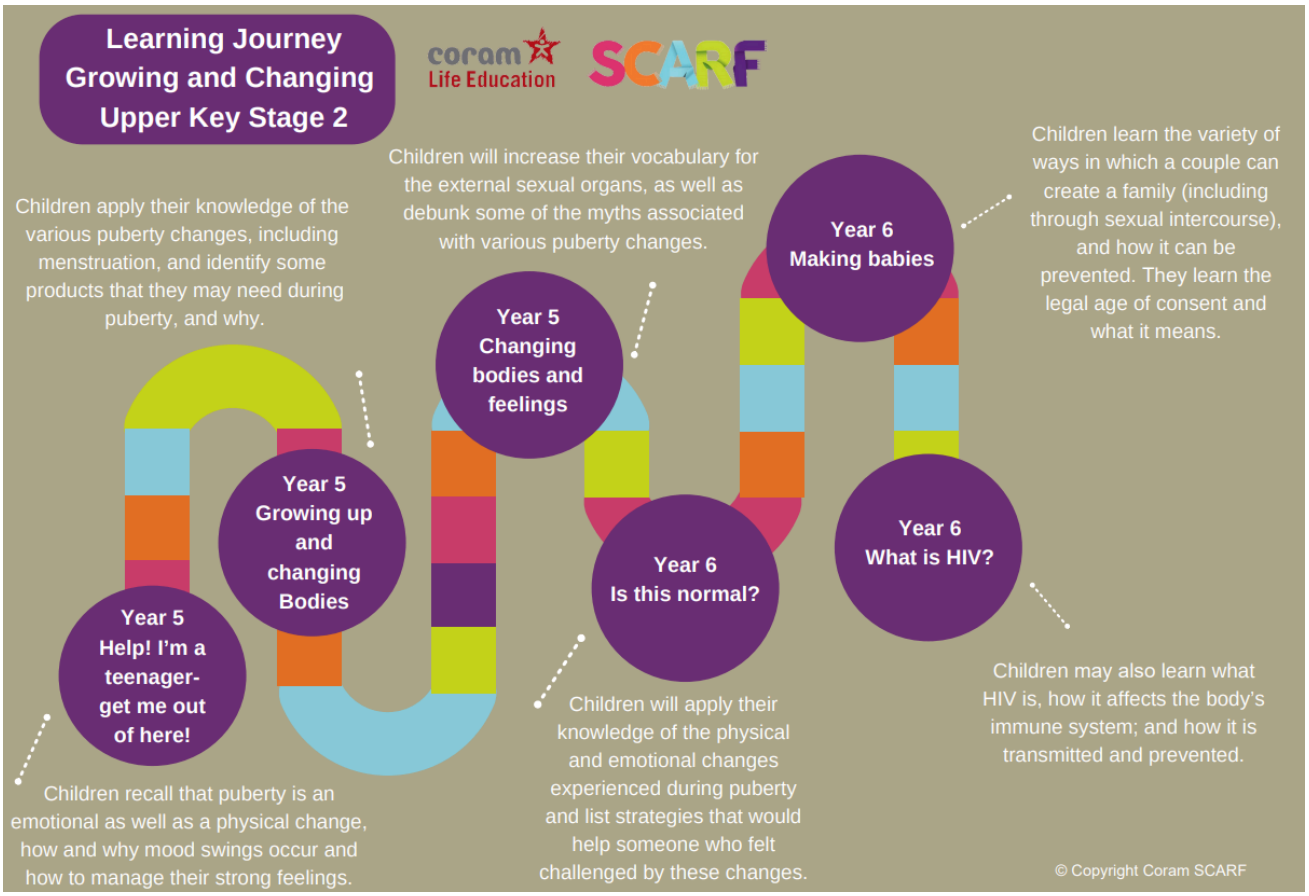
YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Autumn 1	Me and My Relationships – ● Cooperation ● Online rules & restrictions ● Online behaviours ● Friendship (respectful relationships) ● Coping with loss	
Year 3	Summer 2	Growing and Changing – ● Changing bodies & puberty ● Keeping safe ● Safe & unsafe secrets ● Relationships, inc. online	
Year 4	Autumn 1	Me and My Relationships – ● Healthy relationships ● Listening to feelings ● Bullying ● Assertive skills	
Year 4	Summer 2	Growing and Changing – ● Body changes during puberty ● Managing difficult feelings ● Relationships including marriage	
Year 5	Autumn 1	Me and My Relationships – ● Feelings ● Friendship skills, including compromise ● Assertive skills ● Cooperation ● Recognising emotional needs	
Year 5	Summer 2	Growing and Changing – ● Managing difficult feelings ● Managing change ● How my feelings help keeping safe ● Getting help	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Autumn 1	Me and My Relationships – • Assertiveness • Cooperation • Safe/unsafe touches • Positive relationships	
Year 6	Summer 2	Growing and Changing – • Coping with changes • Keeping safe inc. online • AI/ deep fakes • Body Image • Sex education • Self-esteem	




Learning Journey
Growing and Changing
Key Stage 1
coram Life Education
SCARF
Children will be able to identify parts of the body that are private and ways in which they can be kept private. They can identify people that it's ok to talk to about their private parts.
Children will start to identify things they could do as a baby and toddler as well as things they can do now. They can identify the people who help or helped them at these different stages.
Year 1 Keeping privates private
Year 2 My Body, your body
Year 1 Then and now
Year 2 Haven't you grown?
Year 1 Taking care of a baby
Children will recall which parts of their body are private. They will understand that genitals help make babies when we are older, and know that we mostly have the same body parts, but how they look is different from person to person.
Children can identify different stages of growth (e.g. baby, toddler, child, teenager, adult) and describe some of the things that people are capable of at these different stages.
Children will understand some of the tasks required to look after a baby, and how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, and feeding.
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Learning Journey
Growing and Changing
Lower Key Stage 2
coram Life Education
SCARF
Children will explain how human reproduction (not sexual intercourse) occurs, know how and why periods and wet dreams occur, and how to manage both successfully.
Children understand how the onset of puberty can have an emotional as well as physical impact, recognise that this may lead to conflict with parents and learn how to compromise.
Children recall that babies come from the joining of an egg and sperm; and are introduced to some puberty changes, including menstruation, using the correct vocabulary.
Year 4
My feelings are all over the place!
Year 4
Preparing for changes at puberty
Year 3
My changing body
Year 4
All change!
Children recall parts of the body that males and females have in common and those that are different, using the correct terminology for genitalia, and explain why puberty happens.
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Learning Journey
Growing and Changing
Upper Key Stage 2
coram Life Education
SCARF
Children will increase their vocabulary for the external sexual organs, as well as debunk some of the myths associated with various puberty changes.
Children learn the variety of ways in which a couple can create a family (including through sexual intercourse), and how it can be prevented. They learn the legal age of consent and what it means.
Children apply their knowledge of the various puberty changes, including menstruation, and identify some products that they may need during puberty, and why.
Year 6
Making babies
Year 5
Changing bodies and feelings
Year 5
Growing up and changing Bodies
Year 6
Is this normal?
Year 6
What is HIV?
Year 5
Help! I'm a teenager- get me out of here!
Children may also learn what HIV is, how it affects the body's immune system; and how it is transmitted and prevented.
Children recall that puberty is an emotional as well as a physical change, how and why mood swings occur and how to manage their strong feelings.
Children will apply their knowledge of the physical and emotional changes experienced during puberty and list strategies that would help someone who felt challenged by these changes.
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me (**FPC**)	That families are important for children growing up safe and happy because they can provide love, security and stability. 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. 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. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships **(CF)**	How important friendships are in making us feel happy and secure, and how people choose and make friends. 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. 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. 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. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. How to manage conflict, and that resorting to violence is never right. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships (**RKR**)	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. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 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. 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. 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. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. The conventions of courtesy and manners. 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. 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. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness (**OSA**)	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. 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. 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. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 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. 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.
Being safe (**BS**)	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. 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. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 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. 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.

TOPIC	PUPILS SHOULD KNOW
General wellbeing (**GW**)	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. The importance of promoting general wellbeing and physical health. 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. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. That isolation and loneliness can affect children, and the benefits of seeking support. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 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. 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). That it is common to experience mental health problems, and early support can help.

TOPIC	PUPILS SHOULD KNOW
Wellbeing online (**WO**)	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. 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. 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. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 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 That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. How to understand the information they find online, including from search engines, and know how information is selected and targeted That they have rights in relation to sharing personal data, privacy and consent. Where and how to report concerns and get support with issues online.
Physical health and fitness (**PHF**)	The characteristics and mental and physical benefits of an active lifestyle. 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. 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.
Healthy eating (**HE**)	What constitutes a healthy diet (including understanding calories and other nutritional content). Understanding the importance of a healthy relationship with food. 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).

TOPIC	PUPILS SHOULD KNOW
Drugs, alcohol, tobacco and vaping (**DATV**)	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.

Appendix 3: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	