

# **Westleigh Methodist Primary School RSE and Personal, Social and Health Education Policy**



Written by:	C. Coleman
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Next Review Date:	April 2024

## **Mission Statement**

**Westleigh Methodist Primary School aspires to be a Christian family where all can develop to their full potential.**

**We aim to promote the value of self, others and the environment**

### **Our Vision:**

The vision of Westleigh Methodist Primary School is to maintain a small, Christian school where the SLT and staff are knowledgeable about each child's abilities and challenges so that we can offer the most effective support for each individual child to meet those challenges, grow completely as a "well rounded" person and increase his/her skills to perform successfully in all academic areas

### **Or Mission:**

Underpinning our Mission Statement, we seek to sustain a Christian, educational community where:

- ✓ An emphasis on academic excellence is complemented by our concern for each learner's personal growth and spiritual, intellectual, aesthetic, and psychological development.

The curriculum is developmentally responsive, actively engaging children in learning skills in a context; integrative – directing children to connect learning to daily lives; and exploratory – enabling children to discover their abilities, interests, learning styles, and ways that they can make contributions to society

## **Safeguarding Statement**

At the Westleigh Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors

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## Statement of intent

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Westleigh Methodist Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We base our approaches on 4 core values;



**Resilience:** The ability to adapt to stressful situations, and cope with life's ups and downs.

**Responsibility:** The ability to demonstrate responsibility for self, others and the environment being accountable for our own actions.

**Relationships:** The ability to develop positive relationships with peers and adults in school and beyond.

**Respect:** The ability to demonstrate respect for the feelings, wishes and rights of others.

The schools' core values clearly define the expectations and aspirations we have as a school for all of our pupils. They are referred to frequently and pupils are celebrated and recognised for their efforts towards demonstrating these. By doing this we actively encourage the pupils to be positive in all they do, creating a calm and happy environment for pupils to work in.

We are committed to:

- Promoting the intrinsic desire to display positive attitudes and behaviours both in and outside of school, including online.
- Promoting self-esteem, self-discipline, proper regard for others, and positive **relationships** based on mutual **respect**.
- Promoting **responsibility** for self, others and the environment.
- Ensuring equality and fair treatment for all.
- Recognising, praising and rewarding good behaviour.
- Empowering children to know that attitude and behaviour are a choice.
- Empowering children to develop **resilience**.
- Challenging behaviour that is not in line with our policy and applying a restorative approach.
- Providing an environment for all children to feel safe and cared for.
- Encouraging positive **relationships** with parents/carers.
- Demonstrating strong morals, self-regulation, and uphold the schools' values through a shared approach which involves pupils in the implementation of the policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

This policy should be read in conjunction with:

- Care and Control Policy
- Inclusion /SEND Policy
- Early Years Policy
- Anti-bullying Policy
- Attendance Policy
- Educational Visits Policy
- Equality Policy
- Online Safety Policy
- Safeguarding Policy
- Complaints Policy
- Whistleblowing Policy

**The governing board has overall responsibility for:**

1. The Local Advisory Board has overall responsibility for the implementation of the school's PSHE Policy.
2. The Local Advisory Board has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
3. The Local Advisory Board has overall responsibility for reviewing the PSHE Policy annually.
4. Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

**The headteacher is responsible for:**

1. The headteacher has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
2. The headteacher will be responsible for the day-to-day implementation and management of the PSHE Policy.
3. The Curriculum Lead is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
4. As required by statutory guidance, the Local Advisory Board and headteacher will consult with parents to ensure that the PSHE policy reflect the needs and sensibilities of the wider school community.
5. Westleigh Methodist Primary School will work with parents and carers throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from PSHE education.
6. We will ensure that pupils are also involved in the creation of this policy through termly feedback and suggestion forms and/or class discussions.

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

This policy was written by C. Coleman (PSHE Lead) and developed in consultation with parents, teachers and other school staff, governors and the pupils at Westleigh Methodist Primary. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of 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 the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

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

We at Westleigh Methodist Primary school acknowledge that under the Education Act 2002/Academies Act 2010 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,<sup>2</sup> 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.

The school's 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;

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

<sup>2</sup> Delete as appropriate

2. Encourage and support the development of social skills and social awareness;
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 Westleigh Methodist Primary school we use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. It covers all of the DfE's new 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. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our PSHE subject lead 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

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>Christian values</b>	Love Thankfulness Forgiveness	Equality Teamwork Peace	Equality Forgiveness	Justice Generosity	Love Forgiveness	Thankfulness Peace
<b>Core values</b>	Relationships	Respect	Responsibility	Responsibility	Resilience	Relationships
<b>Nursery</b>	Miscellaneous! I'm special People who are special to me	Me and my friends Friends and family Including everyone	Safety indoors and outdoors What's safe to go in my body People who help to keep me safe	Looking after myself Looking after others Looking after my environment	I can keep trying I can do it! What does my body need?	Growing and changing in nature When I was a baby Girls, boys and families
<b>Reception</b>	All about me What makes me special Me and my special people Who can help me? My feelings	I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	What's safe to go onto my body Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money	Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep	Seasons Life stages – plants, animals and humans Where do babies come from? Getting bigger Me and my body – boys and girls
<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>Year/Half-termly unit titles</b>	<b>1 Me and my Relationships</b>	<b>6 Growing and Changing (covered by HH Kids)</b>	<b>3 Keeping Myself Safe</b>	<b>4 Rights and Responsibilities</b>	<b>5 Being my Best</b>	<b>2 Valuing Difference</b>
<b>Y6</b>	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Coping with changes Keeping safe Body Image Sex education Self-esteem	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	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping

## **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 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 Y5, 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 or HLTA 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.

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 procedures/child protection policy.

Support is provided to children experiencing difficulties on a one-to-one basis, via our pastoral lead.

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

We use three methods of monitoring and assessing learning within PSHE at Westleigh Methodist 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.

### **PSHE Floorbooks**

This approach encourages children to reflect personally on their learning. They can record what they found helpful, thought-provoking, challenging and where their learning might take them to next. This also plays a key role in helping us to evaluate the programme.

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 education subject lead gives the head teacher an annual summary report in which teaching and learning of the subject is evaluated. Areas for development are also identified. The PSHE education subject lead has 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.

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; whatever their gender identity. 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 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 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP 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.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

## **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 Education. They 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.

Before granting a request to withdraw a child/ren, the head teacher 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 head teacher 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. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. 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 values in regards to relationships and sex alongside the information they receive at school.

Further information for parents can be found in Appendix 1.

## **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 education 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 DfEE (0116/2000) (2011)

## Useful resources

**Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document:** supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

## PSHE Association PSHE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms.

<https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf>



## Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

### Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching '**relationships and health education**' on GOV.UK.

### Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching '**relationships and health education**' on GOV.UK.



## Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



### Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



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If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.