Merryhills Primary School

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

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Reviewed by: Fran Worby/Maria Alexandrou
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RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY AND HANDBOOK

Aims
The aims of Relationships Sex and Health education (RSHE) at Merryhills school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils to live a successful and healthy life in the wider world
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The RSHE curriculum reflects the ethos and values of our school and continues to build on the existing work we do. Similarly to our values based education, RSHE supports all children to become well rounded individuals who have a high level of emotional intelligence and an understanding and appreciation of the diverse society that we live in.
Our aim is for all of our children at Merryhills School to acquire knowledge, understanding and skills to manage their lives now and in the future. This will enable them to thrive as individuals in an ever changing world.

Statutory Requirements
As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

It is not compulsory to provide sex education, however, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for Science.

At Merryhills Primary School, we teach SRE (Sex and Relationships Education) within our RSHE curriculum.

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

1. Review – The RSHE leader gathered all relevant information including relevant national and local guidance.
2. Staff consultation – All school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/Carer and stakeholder consultation – Parent/Carers and any interested parties were invited to attend a workshop about the new curriculum and policy.
4. Pupil consultation – We investigated what pupils want from their RSHE.
5. Ratification – Once amendments were made, the policy was shared with governors and approved.

Relationship and Health Education Definition
RSHE is about the emotional, social and cultural development of pupils, and involves learning about families, relationships, healthy lifestyles (including mental health), safety on and offline, diversity and personal identity. RSHE involves a combination of sharing information, and sensitively exploring issues and values. This is taught within our RSHE curriculum.

At Merryhills Primary School, staff will actively challenge everyday sexism, misogyny, homophobia and stereotypes Relationships and sex education (RSE) and health education guidance updated as part of our commitment to creating a safe and inclusive environment

for all pupils. This includes addressing inappropriate language, jokes and behaviours that may contribute to harmful attitudes.

We recognise that pupils may be exposed to harmful online content and influences, and our RSHE curriculum will equip them with the knowledge and skills to recognise and resist these influences.

Curriculum
Our curriculum is set out in Appendices A (relationship education) and B (physical health and wellbeing education), however we may need to adapt this as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that the children are fully informed and don't seek answers online.

There are links with the Science curriculum which covers the parts of the body, puberty and changes in the body. This is delivered at an age-appropriate level from Years 1 to 6.
For more information about our curriculum, see our termly curriculum overviews, published on the school website.

Delivery of Relationship and Health Education
Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Health Education includes:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Health and prevention
- Basic first aid

For more information about our RSHE curriculum objectives, see Appendices A and B.

All areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures, along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

When discussing families, we will include same-sex parents/carers to ensure all family structures are represented and valued.

Teaching about LGBTQ+ Content

Our curriculum teaches children to be respectful of everyone. We teach pupils about healthy relationships and help them understand that families come in many different forms. We ensure our resources, stories, and images are fully inclusive of all family structures, including same-sex parents.

Protected Characteristics & Respectful Language

Children are taught about protected characteristics and how to use respectful language so that every pupil and family feels a sense of belonging. We explicitly teach acceptable, inclusive language and make it clear that derogatory, racist, or homophobic language is strictly unacceptable.

Gender, Identity & Representation

While we do not teach discrete lessons on gender identity, gender reassignment, or sexuality, we ensure our curriculum and reading materials reflect males, females, and the LGBTQ+ community positively. In line with statutory guidance, we do not teach gender identity as fact, nor do we use oversimplified resources or cartoons on gender identity. Where discussions regarding gender reassignment arise naturally, teachers handle them sensitively, reinforcing that individuals with this protected characteristic are legally protected from discrimination and must always be treated with respect and dignity.

Online Safety and Image Sharing
Pupils will learn about respectful relationships, boundaries, and the risks of sharing information and images online. All incidents involving the making or sharing of such images will be treated as safeguarding matters requiring an immediate response.

Additional learning included in our RSHE curriculum:

Additional Areas Included	Rationale
Anti-racism education	To help children recognise prejudice, celebrate diversity and understand how to challenge discrimination, creating a respectful and inclusive school community.
British Values	To help children understand democracy, the rule of law, individual liberty, and mutual respect and tolerance, preparing them for life in modern Britain.
Protected Characteristics (through teaching about diverse families, LGBT+ learning and neurodiversity lessons)	To help children understand and respect differences, challenge stereotypes and discrimination, and value everyone regardless of their background or identity.
Self-esteem and identity education (linked to our Identity Project)	To develop children's confidence, self-awareness, resilience and sense of belonging, supporting positive mental wellbeing and healthy relationships.
Community participation and citizenship (Living in the Wider World, including careers, money and the local community)	To help children understand their role within their community, develop financial awareness, explore future aspirations and become responsible, active citizens.
Wellbeing and emotional literacy (MyME, Years 4–5)	To help children recognise and manage their emotions, develop resilience and know how and when to seek support.
Secondary readiness (MyME and TfL workshops)	To prepare children for the transition to secondary school by developing independence, confidence, personal safety and practical life skills, including travelling safely and managing new responsibilities.

Safeguarding and Child Protection Links
Our RSHE curriculum supports our safeguarding responsibilities as outlined in Keeping Children Safe in Education (KCSIE).

Roles and Responsibilities

The Governing Body
The governing board will

- approve the RSHE policy

- hold the headteacher to account for its implementation.

The Headteacher
The Headteacher is responsible for
- ensuring that RSHE is taught consistently across the school
- managing requests to withdraw pupils from non-statutory components of RSHE (see Appendix C)

Staff
Teaching staff are responsible for
- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

All staff are also responsible for:
- Actively challenging everyday sexism, misogyny, homophobia and stereotypes when they occur
- Recognising and responding appropriately to incidents involving the making or sharing of nudes or semi-nudes, including AI-generated images
- Following our safeguarding procedures when concerns arise
- Promoting positive relationships and respectful behaviour at all times

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with Aysen Unlusoyer (RSHE Lead) or Fran Worby (Headteacher).

Pupils
Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. We are a values-based school and school values are continually re-enforced throughout RSHE lessons. Children are expected to always show respect and tolerance towards others and to follow the school's behaviour policy.

Parents' Right to Withdraw Their Child

Parents/carers do not have the right to withdraw their child from:

- Relationships Education and Health Education
- Statutory Science National Curriculum lessons, which cover:
    - External human body parts and senses
    - Human growth, lifecycles, and puberty
    - Plant and animal reproduction, including the factual, scientific description of conception.

Parents/carers can withdraw their child from some or all of sex education as part of RSHE. This means they could request that their child be withdrawn from lessons about certain topics (e.g. conception), but be present for others. The school teaches sex education in Year 6 as part of RSHE.

We must automatically grant any request from parents/carers to withdraw their child from sex education (other than where it's taught as part of the science curriculum).

Our Process for Withdrawal Requests
When a parent/carer makes a request to withdraw their child from sex education:

1. Initial Meeting: We will try to meet with parents/carers to talk about their request because we may be able to clear up misconceptions or dispel some of their concerns. However, they are not required to meet with us in order to have their request processed.
2. Discussion Points: During the meeting, we will discuss:

    - Why they don't want their child to take part in the subject
    - The benefits of sex education
    - The potential negative effects of withdrawing their child
    - What might make them feel more comfortable about their child being present in sex education lessons
      Where appropriate, we will involve the pupil in these discussions, depending on the pupil's age and development stage.
3. Alternative Education: If the pupil is withdrawn from sex education lessons, we will provide appropriate, purposeful education in place of those lessons.

4. Decision and Communication: We will meet with parents/carers in person if possible to let them know the outcome. We will also confirm this in writing.
5. Record Keeping: We will keep records of the request and any discussions in one place so that we can refer to it in future

Alternative education will be of the same quality as the lessons pupils would receive in any other lesson.

Parents/carers who wish to request withdrawal should complete the form in Appendix C and return it to the Headteacher.

Monitoring Arrangements
The delivery of RSHE is monitored by Aysen Unlusoyer (RSHE Leader) through

- Learning walks
- Book scrutinies
- Lesson observations
- Pupil conferences
- Conversations with teachers

Pupils' development in RSHE is monitored by class teachers, as part of our internal assessment systems using the RSHE milestones.

Recording, assessment and reporting of RSHE
Each class in the school has a RSHE book to record the range of activities, experiences and individual work. In RSHE there are two broad areas for assessment: Children's knowledge and understanding. For example, information on effective, respectful relationships both on and offline, physical and mental health, understanding of rules and safety procedures, and the meaning of ideas, including the British Values.

How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, POP (proof of progress) tasks, managing conflict, making decisions and promoting positive relationships. A pupil's attainment and progress in RSHE may also be discussed at parent consultations where appropriate.

Additional assessment and recognition in RSHE could come in the form of:

- Weekly Values Awards for showing the Merryhills Values
- Above and Beyond Award winning each week
- A visit to the Headteacher or member of SLT to recognise exceptional work
- House points awarded within class and around the school for showing the Merryhills Values

Parent/Carer Access to Resources
Parents/carers are able to view all RSHE curriculum materials on request. We are legally obliged to share all content with parents/carers, including materials from external providers.

We proactively engage and consult parents/carers when developing or reviewing our RSHE policy, and parents/carers are kept fully aware of what is being taught. To ensure complete transparency, our RSHE curriculum is available to view on our website and a termly breakdown of what is covered can be found on our Parent curriculum Sheets.

We also share our learning objectives and curriculum approach during parent meetings, including our Meet the Team presentations and focused events like online safety workshops and the Year 6 sex education information session.

If families would like to view any additional resources used or speak to us for a deeper understanding of the content delivered, they should contact their child's classroom teacher, our RSHE Leader (Aysen Unlusoyer) or a member of the Senior Leadership Team.

APPENDIX A - RSHE Knowledge and Skills Progression

	Knowledge, Skills and Attributes		
Y1	**Relationships: Ourselves and Others** Autumn 1 - Individual Liberty	**Health and Wellbeing: Being Healthy** Spring 1 - Individual Liberty	**Health and Wellbeing: Keeping Safe** Summer 1 - Rule of Law
	What is the same and different about us?	*What helps us stay healthy?*	*Who helps to keep us safe?*
	○ Identify and talk about the similarities and differences between themselves and others, including their likes, dislikes and what they are good at. ○ Recognise and celebrate their own strengths and the strengths of others, explaining what makes each person special and unique. ○ Develop and express confidence and self-worth by recognising and valuing their own personal qualities. ○ Use appropriate vocabulary to identify that everyone has unique bodies, including external genitalia, and demonstrate an understanding that the parts of the body covered by underwear are private.	○ Recognise and describe what being healthy means and identify people who help them to stay healthy (e.g. doctor, dentist). ○ Recognise that medicines, foods and other substances can affect the body and identify how to use them safely with the support of a trusted adult where appropriate. ○ Explain how medicines (including vaccinations and immunisations) help people stay healthy and recognise that some people need to take medicine every day. ○ Demonstrate and explain simple hygiene routines and recognise how these help prevent the spread of germs. ○ Demonstrate how to care for themselves through everyday hygiene routines, such as brushing their teeth and hair and washing their hands.	○ Identify and describe the different people in the community who help to keep them and others safe and explain how they help. ○ Recognise who can help them in different places and situations and demonstrate how to attract someone's attention, ask for help and explain what has happened. ○ Demonstrate how to respond safely to adults they do not know. ○ Recognise when they or someone else feels unsafe or worried and identify how to seek help, continuing to ask until they are heard. ○ Demonstrate how to get help in an emergency, including how to call 999 and communicate the information an emergency operator needs.
	Relationships: Families Autumn 2 - Mutual Respect and Tolerance	**Living in the Wider World: Money** Spring 2 - Individual Liberty	**Living in the Wider World: Ourselves and Others** Summer 2 - Rule of Law
	Who is Special to us?	*What can we do with money?*	***How can we look after each other and the world?***
	○ Identify the different groups they belong to, including their family, school, friends and clubs. ○ Recognise and talk about the people in their family and others who love and care for them. ○ Describe ways that family members and other special people show love and care. ○ Recognise and compare similarities and differences between families, including the different ways families spend time together. ○ Identify features of family life and talk about activities that families enjoy together. ○ Recognise when something about family life makes them feel unhappy or worried and identify a trusted	○ Recognise and identify different forms of money and describe how money can be obtained (e.g. earned, won, borrowed or received as a gift). ○ Identify and explain different choices people make with money, including spending and saving. ○ Distinguish between needs and wants and recognise that people cannot always have everything they want. ○ Recognise and demonstrate ways to keep money safe, including different methods of storing and looking after it.	○ Recognise how kind and unkind behaviour affects others and demonstrate politeness, courtesy and cooperative play and learning. ○ Identify and carry out their responsibilities in and out of the classroom. ○ Recognise and demonstrate ways to care for people and animals. ○ Identify actions that can harm the local and global environment and demonstrate ways to help care for it. ○ Recognise and describe how people grow and change and how people's needs change as they get older. ○ Recognise and use strategies to manage change when moving to a new class or year group.

	adult they can tell. ○ if something about their family makes them feel unhappy or worried.		

	Knowledge, Skills and Attributes		
Y2	**Relationships: Friendship** Autumn 1 - Mutual Respect and Tolerance	**Living in the Wider World: People and Jobs** Spring 1 - Individual Liberty	**Health and Wellbeing: Being Healthy** Summer 1 - Individual Liberty
	What makes a good friend?	*What jobs do people do?*	*What can help us grow and stay healthy?*
	○ Demonstrate ways to make friends and build positive relationships with others. ○ Recognise when they feel lonely and identify strategies and sources of support to help them. ○ Recognise and explain how loneliness can affect wellbeing and identify practical ways to seek help when feeling isolated. ○ Identify and demonstrate the behaviours that show friendship and describe the qualities of a good friend. ○ Use positive strategies to resolve disagreements and arguments in friendships. ○ Demonstrate how to say "no" respectfully, express their own views and listen to the views of others. ○ Recognise when a friendship is making them unhappy and seek support from a trusted adult.	○ Explain how jobs help people earn money to pay for the things they need and want. ○ Identify and describe a range of different jobs, including those carried out by people they know and members of the local community. ○ Recognise how people's different strengths and interests enable them to do different jobs. ○ Identify and describe how people use the internet and digital devices in their jobs and everyday life.	○ Identify and explain the different things that help to keep their bodies healthy, including food and drink, physical activity, sleep and rest. ○ Recognise how eating and drinking too much sugar can affect their health, including their dental health. ○ Demonstrate ways to be physically active and identify the importance of getting the recommended amount of rest and sleep for their age. ○ Recognise different ways to learn and play and identify when to take a break from screen time. ○ Recognise and demonstrate how to keep safe and well in the sun. *(Covered in Science.)*
	Relationships: Behaviour Autumn 2 - Mutual Respect and Tolerance	**Health and Wellbeing: Keeping Safe** Spring 2 - Rule of Law	**Health and Wellbeing: Feelings** Summer 2 - Individual Liberty
	What is Bullying?	*What helps us to stay safe?* (Coverage also in Computing)	***How do we recognise our feelings?***
	○ Recognise and explain how words and actions can affect how people feel. ○ Demonstrate how to ask for, give or not give permission for physical contact and respond appropriately if physical contact makes them feel uncomfortable or unsafe. ○ Recognise that name-calling, hurtful teasing, bullying and deliberately excluding others are unacceptable. ○ Use appropriate strategies to respond to bullying or hurtful behaviour in different situations. ○ Report bullying or other hurtful behaviour, including online, to a trusted adult and recognise the importance of doing so. ○ Identify and use the terms *race* and *racism* appropriately. ○ Recognise and explain what stereotypes and bias are	○ Recognise and follow rules and restrictions that help keep themselves and others safe (e.g. road, fire, cycle and water safety). ○ Identify and demonstrate how to use everyday household products and medicines safely. ○ Recognise risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and use strategies to avoid or remove themselves from them. *(Part covered in Computing.)* ○ Demonstrate how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets. *(Part covered in Computing.)* ○ Practise saying "no", seek help when feeling pressured or uncomfortable, and report worries or unsafe situations to	○ Recognise, name and describe a range of feelings. ○ Identify and use strategies that help them to feel good or feel better when they are not feeling good. ○ Recognise and explain that different experiences, including loss, change, bereavement and moving to a new class or year group, can bring about different feelings for different people. ○ Recognise and describe how feelings can affect their bodies and behaviour. ○ Use a range of strategies to manage big feelings and share their feelings with someone they trust. ○ Recognise when they need help with their feelings and seek support from a trusted adult.

	including gender stereotypes.. ○ Recognise and challenge discrimination and demonstrate anti-racist behaviours.	a trusted adult.	

	Knowledge, Skills and Attributes		
Y3	**Health and Wellbeing: Being Healthy** Autumn 1 - Individual Liberty	**Relationships: Families** Spring 1 - Mutual Respect and Tolerance	**Relationships: Friendship** Summer 1 - Mutual Respect and Tolerance
	Why should we eat well and look after our teeth?	***What are families like?***	***How can we be a good friend?***
	○ Identify and make healthy food choices and explain the benefits of eating a nutritionally balanced diet. ○ Demonstrate good oral hygiene routines, including regular brushing and flossing, and recognise the importance of regular dental check-ups. ○ Recognise and explain how not eating a balanced diet, including consuming too much sugar or acidic drinks, can affect health and dental health. ○ Recognise and evaluate the different influences on the choices people make about what they eat and drink. ○ Explain how food supports growth, energy and wellbeing and recognise the importance of not labelling foods or bodies as 'good' or 'bad'. ○ Identify when, where and how to seek advice and support about healthy eating and dental care.	○ Recognise and describe the different structures and characteristics of families, including single-parent, same-sex parent, step-parent, blended, foster and adoptive families. ○ Identify and describe the shared experiences that contribute to positive family life, such as celebrations, special days and holidays. ○ Recognise and demonstrate ways that people within families care for and support one another. ○ Seek help or advice from a trusted adult, if family relationships make them feel unhappy, worried or unsafe.	○ Recognise and explain how friendships support wellbeing and seek support if they feel lonely. ○ Recognise when others may be feeling lonely or excluded and use strategies to include them. ○ Build and maintain positive friendships by identifying and demonstrating the qualities of a good friend. ○ Demonstrate respect for other people's personal, physical and emotional boundaries within friendships. ○ Use positive strategies to manage difficulties in friendships, including resolving disagreements and reconciling differences. ○ Recognise when a friendship is making them feel unhappy, uncomfortable or unsafe and seek support from a trusted adult.
	Health and Wellbeing: Keeping Safe Autumn 2 - Rule of Law	**Living in the Wider World: Community** Spring 2 - Democracy	**Health and Wellbeing: Being Healthy** Summer 2 - Individual Liberty
	What keeps us safe?	***What makes a community?***	*Why should we keep active and sleep well?* (Coverage also in Computing)

	○ Recognise hazards that may cause harm or injury and take appropriate action to reduce risk and keep themselves and others safe. ○ Demonstrate how to keep their body protected and safe, including wearing a seatbelt and appropriate protective clothing. ○ Recognise that their body belongs to them and demonstrate how to respond and seek help if they feel uncomfortable or are touched without their permission. ○ Recognise and respond appropriately to pressure to do something that makes them feel unsafe or uncomfortable, including online. ○ Demonstrate everyday health and hygiene routines that help keep people safe and healthy, including the responsible use of medicines for conditions such as allergies and asthma. ○ Demonstrate how to respond to accidents and apply basic first aid for minor injuries, such as scratches and burns. ○ Demonstrate how to respond in an emergency, including calling for help and communicating with the emergency services.	○ Identify and describe the different groups and communities they belong to, including friendships, faith groups, clubs and classes. ○ Recognise and describe what makes a community diverse and identify the different groups that make up their local and wider community. ○ Recognise and explain how communities help people feel included and value the different contributions that people make. ○ Demonstrate respect towards people who may live differently from themselves. LEAN - Unit 1-4 + element of 7 ○ Recognise and explain that neurodiversity means people think, feel and learn in different ways. ○ Demonstrate respectful behaviours that help others feel valued, included and supported in the classroom. ○ Recognise and use different ways of communicating effectively with others. ○ Recognise that different people may find some forms of communication easier or more challenging than others and adapt their communication accordingly. ○ Distinguish between needs and wants.	○ Recognise and explain how regular physical activity benefits their bodies and feelings. ○ Demonstrate how to be physically active on a daily and weekly basis and balance time online with other activities. ○ Make informed choices about physical activity by recognising the different factors and people that influence their decisions. ○ Recognise and explain how a lack of physical activity can affect health and wellbeing. ○ Recognise how a lack of sleep can affect the body and mood and use simple routines that support good-quality sleep. ○ Identify when they need support with physical activity, sleep or rest and seek help from an appropriate trusted adult.

	Knowledge, Skills and Attributes		
Y4	**Health and Wellbeing: Self Esteem** Autumn 1 - Individual Liberty	**Health and Wellbeing: Feelings** Spring 1 - Individual Liberty	**Living in the Wider World: Caring for Others** Summer 1 - Democracy
	What strengths, skills, and interests do we have?	***How can we manage our feelings?***	*How can our choices make a difference to others?*
	○ Recognise and describe their own personal qualities and individuality. ○ Develop their self-worth by identifying and celebrating their positive qualities and achievements. ○ Recognise and explain how their personal attributes, strengths, skills and interests contribute to their self-esteem. ○ Set and work towards personal goals. ○ Recognise and manage setbacks by learning from mistakes and using strategies to reframe unhelpful thinking.	○ Recognise and describe how feelings can change over time and be experienced at different levels of intensity. ○ Express their feelings in appropriate ways and recognise the importance of sharing them. ○ Use strategies to respond to and manage their feelings appropriately in different circumstances. ○ Use strategies to manage feelings during times of loss, grief and change. ○ Identify when they or others need support with their feelings and seek appropriate advice and help.	○ Recognise and explain how people share responsibility for protecting the world around them. ○ Recognise and evaluate how everyday choices can affect the environment. ○ Recognise and explain how choices about buying and spending money can affect other people and the environment. ○ Use appropriate skills and vocabulary to share their thoughts, ideas and opinions during discussions about different issues. ○ Demonstrate care and concern for people and animals and carry out personal responsibilities in a caring and compassionate way.
	Relationships: Respect Autumn 2 Mutual Respect and Tolerance	**Health and Wellbeing: Keeping Safe** Spring 2 - Rule of Law	**Health and Wellbeing: Growing and Changing** Summer 2 - Individual Liberty
	How do we treat each other with respect?	***How can we manage risk in different places?*** (Coverage also in Computing)	***How will we grow and change?***
	○ Demonstrate politeness and courtesy in different situations and recognise the respectful behaviour they should receive from others. ○ Recognise and explain the relationship between rights and responsibilities. ○ Identify and explain the rights of children and recognise why these rights should be protected. ○ Recognise when people are not being included, respected or are being discriminated against and respond appropriately if they witness or experience this. ○ Recognise and respond respectfully when someone communicates a personal boundary. ○ Distinguish between assertive, aggressive and controlling behaviour in relationships. ○ Respond appropriately to aggressive or inappropriate behaviour, including online and unwanted physical contact, and report concerns to a trusted adult. Anti- Racism Education - Link 1,2,4,5 ○ Understanding the terminology of race & racism ○ Defining Anti-Racism ○ Understanding stereotypes/unconscious bias and how these may affect our views/opinions	○ Recognise and apply strategies to keep themselves safe in local and unfamiliar environments, including near roads, railways, water, fires, fireworks, in the sun and when using digital devices away from home. ○ Recognise how peer influence can affect behaviour and use strategies to make safe and independent choices. ○ Recognise and explain how rules, restrictions and laws help keep people safe and respond appropriately if they become aware of something that is against the law. ○ Recognise and demonstrate respectful behaviour online and compare how it is similar to and different from respectful behaviour offline.	○ Recognise and describe the physical changes that happen during puberty, ○ Recognise the basics of human reproduction, when exploring the human life cycle. ○ Recognise and explain how puberty can affect emotions and feelings. ○ Identify when they need advice or support about growing, changing and puberty and seek help from a trusted adult. ○ Demonstrate personal hygiene routines that support health and wellbeing during puberty.

<table>
<tr><td rowspan="6">Y5</td><td colspan="3">Knowledge, Skills and Attributes</td></tr>
<tr><td>Health and Wellbeing: Identity
Autumn 1 Mutual Respect and Tolerance</td><td>Health and Wellbeing: Basic First Aid
Spring 1 - Rule of Law</td><td>Health and Wellbeing: Healthy Habits
Summer 1 - Rule of Law</td></tr>
<tr><td>What makes up our identity?</td><td>How can we help in an accident or emergency?</td><td>How can we keep our bodies healthy as we grow and change?</td></tr>
<tr><td>○ Recognise and respect similarities and differences between people and identify what they have in common with others.
○ Demonstrate respect for different opinions and beliefs while recognising everyone's right to feel safe and respected.
○ Recognise and describe the different factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies and likes/dislikes).
○ Recognise and explain how individuality and personal qualities contribute to a person's identity.
○ Recognise and explain how stereotypes can be inaccurate and negatively influence behaviours and attitudes towards others.
○ Challenge stereotypes and assumptions about others in a respectful and appropriate way.</td><td>○ Recognise common signs that the body may need rest, treatment or medical support.
○ Demonstrate basic first aid skills for burns, scalds, cuts, bleeds, choking, asthma attacks and allergic reactions.
○ Recognise when someone may have a head injury and respond appropriately by not moving them and seeking adult help.
○ Recognise when first aid is appropriate and seek support from an adult when needed.
○ Remain calm in an emergency and communicate clear information about what has happened to an adult or the emergency services.</td><td rowspan="2">○ Recognise and explain how drugs common to everyday life (including nicotine, alcohol, caffeine and medicines) can affect health and wellbeing.
○ Recognise and distinguish between legal and illegal drugs and explaining how laws and restrictions help keep people safe.
○ Recognise and explain the different reasons why people choose to use or not use drugs.
○ Identify and use strategies to prevent or reduce the risks associated with drugs, recognising that some drugs can become addictive and difficult to stop using.
○ Recognise and explain that, for some people, drug use can become a habit that is difficult to break.
○ Identify organisations and trusted adults who can provide support with drug-related concerns.
<u>Puberty:</u>
○ Recognise and describe the physical and emotional changes that occur during puberty.
○ Recognise and describe the physical changes experienced during male and female puberty, including menstruation, menstrual wellbeing, erections and wet dreams.
○ Apply strategies to manage the physical changes of puberty, including maintaining good personal hygiene.
○ Identify trusted sources of information and support and seek help when needed during puberty.</td></tr>
<tr><td colspan="2">LEAN- unit 1, 5, 6, 7
○ Recognise and explain that neurodiversity means people think, feel and learn in different ways because their brains process information differently.
○ Recognise and explain that fairness does not always mean everyone is treated the same or receives the same things.
○ Recognise and consider the needs of others as well as their own when building positive relationships and working with others.
○ Recognise and explain how different types of brains can affect people's experiences and value these differences.
○ Demonstrate inclusive and respectful behaviour towards others, including people whose experiences or ways of thinking may be different from their own.</td></tr>
<tr><td>Living in the Wider World: Money
Autumn 2 - Individual Liberty</td><td>Relationships: Friendship
Spring 2 - Mutual Respect and Tolerance</td><td>Living in the Wider World: Careers and the Future
Summer 2 - Democracy</td></tr>
<tr><td>What decisions can people make with money?</td><td>How can friends communicate safely? (Coverage also in Computing)</td><td>What jobs would we like?</td></tr>
</table>

	○ Recognise and explain how people make decisions about spending and saving money and identify the factors that influence these decisions. ○ Use simple strategies to keep track of money and manage spending and saving. ○ Recognise and compare different ways of paying for things, including current accounts, savings, store cards, credit cards and loans. ○ Recognise and evaluate what represents good value for money and apply this when making choices. ○ Recognise the risks associated with money, including that it can be won, lost or stolen, and explain how money can affect people's feelings and emotions.	○ Recognise and describe the different types of relationships people have in their lives. ○ Recognise when a friendship is making them feel worried, unsafe or uncomfortable and seek appropriate support. ○ Demonstrate kindness towards others while maintaining their own needs, feelings and personal boundaries. ○ Recognise and explain how healthy relationships balance their own needs with the needs of others. ○ Maintain healthy emotional, physical and digital boundaries within friendships. ○ Seek help or advice and respond appropriately to pressure, inappropriate contact or concerns about personal safety. ○ Recognise and describe how friends and families communicate with one another and how the internet and social media can be used positively. *(Part covered in Computing.)* ○ Recognise and explain how online friendships differ from face-to-face friendships. *(Part covered in Computing.)*	○ Recognise and describe the wide range of jobs people do and recognise that people may have more than one job or career during their lifetime. ○ Recognise and explain that some jobs are paid, some are voluntary and that different jobs are rewarded in different ways. ○ Identify and describe the skills, attributes, qualifications and training needed for different jobs. ○ Recognise and explain the different pathways into jobs and careers, including college, apprenticeships and university. ○ Recognise and evaluate the factors that influence career choices, including interests, skills and pay. ○ Reflect on and discuss possible future careers, explaining what might influence their choices.

<table>
<tr><td rowspan="3">Y6</td><td colspan="3">Knowledge, Skills and Attributes</td></tr>
<tr><td>Health and Wellbeing: Looking After Ourselves
Autumn - Individual Liberty</td><td>Living in the Wider World: Media & Digital Resilience
Spring - Mutual Respect and Tolerance & Rule of Law</td><td>Relationships: Changing and Independence
Summer - Individual Liberty and Democracy</td></tr>
<tr><td>How can we keep healthy as we grow?</td><td>How can the Media influence people?</td><td>What will change as we become more independent?</td></tr>
<tr><td></td><td>○ Recognise and explain the link between mental and physical health.
○ Make informed choices that support a healthy, balanced lifestyle, including planning healthy meals, being physically active and maintaining good dental health through effective oral hygiene and healthy food and drink choices.
○ Demonstrate how to stay safe in the sun while benefiting from time outdoors.
○ Balance time spent online with other healthy activities.
○ Recognise and explain the importance of sleep for a healthy lifestyle and use strategies that support good-</td><td>The content of this unit is covered as part of our Computing digital literacy units.

The Wider World: Respect and Protected Characteristics
Spring - Mutual Respect</td><td>○ Recognise and describe the different types of relationships people have, including romantic and intimate relationships.
○ Recognise and explain that people of any gender, ethnicity or faith can be attracted to and love one another, and describe how caring relationships are shown.
○ Recognise and explain that adults may choose whether or not to enter a committed relationship, including marriage or civil partnership.
○ Recognise and explain that marriage should be entered into freely by both people and identify that forced marriage is against the law.
○ Recognise and explain how puberty is part of growing from</td></tr>
</table>

	quality sleep. ○ Recognise and manage the influence of friends and family on their health choices. ○ Recognise healthy and unhealthy habits and use strategies to develop healthy habits or change unhealthy ones. ○ Recognise and explain how legal and illegal drugs can affect health and respond safely in situations involving them. ○ Recognise and explain how vaccinations and immunisations help protect individuals and communities from illness. ○ Recognise the early signs of physical or mental ill-health and seek appropriate support in and outside school. ○ Recognise that anyone can experience physical or mental health problems and understand the importance of seeking help early. ○ Discuss concerns about mental health with a trusted adult. ○ Recognise and explain that mental health difficulties can often be managed or resolved with appropriate strategies and support.	**Anti- Racism Education** ○ Understanding systemic racism and its impact (3) ○ Understand the historical and personal contexts that make comments offensive (6) ○ Reflect on their own behaviour and how it may affect others (6) ○ To understand the importance of positive representation and know how to critically evaluate the media. (7) ○ To recognise racial myths and why they cannot be true. (8)	childhood to adulthood. ○ Identify and describe the reproductive organs and process, including how babies are conceived, born and cared for. ○ Understand that healthy relationships are built on trust, respect, communication and consent. ○ Recognise and explain how growing up and becoming more independent brings increased opportunities and responsibilities. ○ Recognise and manage changes in friendships as they grow older and the importance of communication. ○ Use strategies to manage change, including moving to secondary school, and seek support, information or advice when needed. **Sex Education:** ○ Explain how pregnancy begins, including how a sperm and egg join together and a fertilised egg implants in the uterus. ○ Describe how adults can make informed choices about whether and when to have children, including using contraception to help prevent pregnancy. ○ Explain why sexual intercourse is a private act that should only take place between consenting adults. ○ Recognise that sexual intercourse can be part of a loving, healthy adult relationship and may be for reproduction, intimacy or both.

APPENDIX B - PARENT FORM: THE RIGHT TO BE EXCUSED FROM NON-STATUTORY SEX EDUCATION WITHIN RSHE AT MERRYHILLS

Parents/carers have the right to request that their child be withdrawn from some or all sex education delivered as part of our RSHE curriculum. You cannot withdraw your child from Relationships Education or Health Education, or from sex education content taught as part of the Science National Curriculum.

This form should be completed if you wish to withdraw your child from any sex education lessons. A member of the leadership team will arrange to meet with you to discuss your request before making a final decision.

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Which sex education lessons do you wish to withdraw your child from? (Please be as specific as possible)			
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	*(Include notes from discussions with parents and agreed actions taken.)*
Parent signature	