



# Harby Church of England Primary School

## **Personal Social Health Citizenship and Economic Education Policy**

### **Including statutory requirements for teaching**

### **Relationship and Sex Education 2021**

#### **EQUAL OPPORTUNITIES**

#### **INCLUSION AND EQUALITY STATEMENT**

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations and suitable targets for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes will always be challenged.

#### **INTENT**

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

Personal, Social, Health, Citizenship and Economic Education (PSHCE) enables children to become healthy, independent and responsible members of society. Pupils are actively encouraged to play a positive role in contributing to the life of the school and the wider community. In doing so we help to develop pupil's sense of worth and we teach them how society is organised and governed. We teach them about their rights and responsibilities and enable them to learn to appreciate what it means to be a positive member of a culturally diverse society.

**Harby C of E Primary School is committed to providing a caring, friendly and safe environment for all pupils so they can learn and develop in a relaxed and secure environment.**

The spiritual, moral, social and cultural development of all pupils is extremely important and pupils are supported on a daily basis through our school's Christian values, ethos, pedagogy, during Collective Worship and across all areas of the curriculum including PSHCE and Computing sessions.

In accordance with statutory DfE guidance we will define RSE as a subject within PSHCE and explain how it will be delivered to children in our school, set out the curriculum requirements and explain what will be taught when.



## THROUGH OUR TEACHING WE AIM TO ENABLE THE CHILDREN TO:

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues both on and offline;
- Develop self-confidence and self-esteem, resilience and character and make informed choices regarding personal and social issues;
- Develop personal attributes including kindness, integrity, generosity and honesty;
- Recognise potential risks and know how to manage these risks safely;
- Understand what makes good healthy relationships with others;
  - Obtain life-long learning about relationships, emotions, the human biology of sex, sexuality and sexual health. KS2
  - Understand and manage their physical and emotional development during adolescence and to prepare for the decisions to be made in adult life. KS2
- Be independent and responsible members of the school community;
- Be positive and active members of a democratic society;
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which law is made and applied in England.
- Accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- Distinguish between right and wrong and to respect the civil and criminal law of England;
- Develop positive relationships with other members of the school and the wider community;
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- Acquire a broad general knowledge and respect for public institutions and services in England;

## IMPLEMENTATION

### ROUTE TO RESILIENCE

Our ethos and pedagogical approach is to support the development of the whole child. We recognise that the children in our school are unique individuals with their own personalities, strengths, likes and experiences. As such each child will need to be supported, to the best of our ability, in a way that reflects their specific needs. By working towards the Route to Resilience accreditation we have worked to put in place systems that actively reflects our school pedagogy. We have engaged with parents throughout our accreditation process, to ensure that the character strengths we are supporting the children to develop are the kinds of 'behaviours for learning and life' that parents want their children to have.

### BRITISH VALUES

Throughout their time at Harby C of E Primary School the school will actively promote the fundamental British values of democracy, the rule of the law, individual liberty, and mutual respect and tolerance of those with other faiths and beliefs.



At Harby C of E Primary School these values are reinforced regularly and in the following way.

### **Democracy**

Pupils from Reception upwards have the opportunity to have their voices heard through our School Council. School Council members meet together every week to discuss and put forward ideas for change.

Democracy is also explored across other areas of the curriculum and discussed in assembly during UK Parliament Week.

### **The Rule of Law**

The importance of laws whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the police, fire service etc are regular parts of our calendar and help reinforce this message.

The Rule of Law is also taught through the Citizenship strand of our PSHCE Scheme of Work framework, 'Rights, Rules and Responsibilities'.

### **Individual Liberty**

Within school, pupils are actively encouraged to make choices, knowing that they are in safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our e-safety lessons, assemblies and the PSHCE scheme of work. Through participation in our numerous extracurricular clubs and opportunities, pupils are given the freedom to make choices.

## **MUTUAL RESPECT**

Our Christian values and pedagogy encompass core values such as "compassion" and pupils have been part of discussions in Collective Worship and RE related to what this means and how this is shown. *The school actively promotes respect for others and this is reiterated through our school rules, our Christian values and our behaviour policy.*

## **TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS**

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity through Collective Worship, RE, themed weeks and the PSHCE scheme of work. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

## **TEACHING AND LEARNING STYLES**

*PSHCE is taught as a discrete subject by the class teacher for one hour every week, this may be delivered in one hour-long session or in two half-hourly sessions.*

In addition to this PSHCE forms an integral part of the pedagogy and ethos of the school as a whole. Pupils attend five assemblies per week led by members of staff and are also provided with a range of everyday experiences which play an important part in promoting the social, moral, spiritual, cultural, economic, mental and physical development of our pupils.

PSHCE is taught through a range of teaching and learning styles appropriate to the activity and emphasis is placed on active learning. Lessons can include discussion, practical work, drama, role-play, research, circle time, brainstorming, debating, receiving visitors and class work following a visiting speaker.



## PSHCE CURRICULUM PLANNING

At Harby C of E Primary School we use the 'Cambridgeshire Primary Personal Development Programme' framework which is designed to build progressively, adding skills and knowledge as the pupils grow and mature and journey from Reception through to Year 6.

The framework covers four colour coded key strands in personal development;

- **Myself and My Relationships (Blue)**
- **Healthy and Safer Lifestyles (Green)**
  - Including **SRE**
- **Citizenship (Purple)**
- **Economic Wellbeing (Red)**

These strands cover all existing learning outcomes specified in the National Curriculum, selected areas of learning for the Early Years Foundation Stage and incorporate a range of other important areas like personal safety education, relationships and health education and promoting British Values.

**The Cambridge scheme also covers all aspects of the statutory guidance: Relationships Education, Relationships and Sex Education and Health Education published in June 2019. The Relationships Education strand is compulsory for all pupils receiving primary education from Summer Term 2021.**

The scheme and delivery of lessons is in accordance with the DfE guidance outlined in appendix 2;

Parents have the right to withdraw from any Sex Education that is taught at school that is not part of statutory Relationships, Health or Science. Year 5/6 will have two lessons focussing on consent in intimate adult relationships and how a baby is conceived and born. Parents will be informed of when the two year 5/6 lessons are taking place and if they wish to withdraw procedures will be followed as set out in Appendix 3

We have also incorporated the '**Education for a Connected World**' framework into our long term planning across the curriculum. The Education for a Connected World framework describes the digital knowledge and skills that children and young people should have the opportunity to develop at different ages and stages in their lives. It highlights what a child should know in terms of current online technology, its influence on behaviour and development, and what skills they need to be able to navigate it.

It focuses specifically on eight aspects of online education in order to support children to live knowledgeably, responsibly and safely in a digital world.

The eight areas are;

1. Self-image and identity
2. Online relationships
3. Online reputation
4. Online bullying
5. Managing online information
6. Health, well-being and lifestyle
7. Privacy and security
8. Copyright and ownership



## DELIVERY

The PSHCE coordinator works closely with the Headteacher in planning assemblies, including visiting speakers to support and enhance the PSHCE themes being taught across the curriculum.

Currently class teachers plan blocks of work following the scheme of work listed below. Teachers follow the medium-term plan, using resources available in school, online resources and websites and contributions and visits from representatives of outside agencies.

The PSHCE Scheme of work is taught as a two-year rolling plan, with the exception of Reception. It is taught as follows;

(See appendix 1 for more detailed information about the content of each unit.)

### RECEPTION AND KEY STAGE 1

**During Reception and Key Stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of the school and its neighbourhood.**

### EARLY YEARS FOUNDATION STAGE (EYFS)

- [Myself and My Relationships 1 \(Beginning and Belonging\)](#)
- [Myself and Relationships 2 \(Family and Friends - Including Anti-bullying\)](#)
- [Myself and Relationships 3 \(My Emotions\)](#)
- [Citizenship 1 \(Identity and Diversity\)](#)
- [Citizenship 2 \(Me and My World\)](#)
- [Healthy and Safer Lifestyles 1 \(My Body and Growing Up\)](#)
- [Healthy and Safer Lifestyles 2 \(Keeping Safe, Including Drugs Education\)](#)
- [Healthy and Safer Lifestyles 3 \(Healthy Lifestyles\)](#)

### YEAR 1 & 2 (YEAR 1)

- Autumn 1st Half
- [Myself and My Relationships 4 \(Beginning and Belonging\)](#)
- Autumn 2nd Half
- [Myself and My Relationships 6 \(Family and Friends\)](#)
- [Myself and My Relationships 7 \(Anti-bullying\)](#)
- Spring 1st Half
- [Citizenship 4 \(Diversity and Communities\)](#)
- Spring 2nd Half
- [Healthy and Safer Lifestyles 6 \(Relationships Education\)](#)



- Healthy and Safer Lifestyles 8 (Drugs Education)
- Summer 1st Half
- Healthy and Safer Lifestyles 9 (Personal Safety)
- Summer 2nd Half
- Myself and My Relationships 8 (Managing Change)

#### YEAR 1&2 (YEAR 2)

- Autumn 1st Half
- Citizenship 5 (Rights, Rules and Responsibilities)
- Autumn 2nd Half
- Myself and My Relationships 5 (My Emotions)
- Myself and My Relationships 7 (Anti-bullying)
- Spring 1st Half
- Citizenship 3 (Working Together)
- Economic Wellbeing 1 (Financial Capability)
- Spring 2nd Half
- Healthy and Safer Lifestyles 10 (Relationships Education **RS2**)
- Healthy and Safer Lifestyles 8 (Drugs Education)
- Summer 1st Half
- Healthy and Safer Lifestyles 4 (Managing Risk)
- Healthy and Safer Lifestyles 5 (Safety Contexts)
- Summer 2nd Half
- Healthy and Safer Lifestyles 7 (Healthy Lifestyles)

#### KEY STAGE 2

During Key Stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

#### YEAR 3 & 4 (YEAR 1)

Autumn 1st Half

- Myself and My Relationships 9 (Beginning and Belonging)
- Healthy and Safer Lifestyles 12 (Safety Contexts)
- Autumn 2nd Half
- Healthy and Safer Lifestyles 14 (Healthy Lifestyles)
- Myself and My Relationships 12 (Anti-bullying)
- Spring 1st Half



- Citizenship 6 (Working Together)
- Healthy and Safer Lifestyles 11 (Managing Risk)

- Spring 2nd Half
- Healthy and Safer Lifestyles 15 (Drugs Education)
- Summer 1st Half
- Economic Wellbeing 2 (Financial Capability)
- Myself and My Relationships 13 (Managing Change)
- Summer 2nd Half
- Healthy and Safer Lifestyles 17 (Relationships Education **SR4**)

#### • YEAR 3 & 4 (YEAR 2)

- Autumn 1st Half
- Citizenship 8 (Rights, Rules and Responsibilities)
- Autumn 2nd Half
- Myself and My Relationships 12 (Anti-bullying)
- Myself and My Relationships 10 (My Emotions)
- Spring 1st Half
- Citizenship 7 (Diversity and Communities)
- Citizenship 6 (Working Together)
- Spring 2nd Half
- Myself and My Relationships 11 (Family and Friends)
- Summer 1st Half
- Healthy and Safer Lifestyles 16 (Personal Safety)
- Healthy and Safer Lifestyles 13 (Relationships Education **SR3**)
- Summer 2nd Half
- Economic Wellbeing 2 (Financial Capability)

#### YEAR 5 & 6 (YEAR 1)

- Autumn 1st Half
- Myself and My Relationships 14 (Beginning and Belonging)
- Autumn 2nd Half
- Myself and My Relationships 16 (Family and Friends)
- Myself and My Relationships 17 (Anti-bullying)
- Spring 1st Half
- Citizenship 10 (Diversity and Communities)
- Spring 2nd Half
- Healthy and Safer Lifestyles 20 (Relationships Education **SR5**)
- Healthy and Safer Lifestyles 22 (Drugs Education)
- Summer 1st Half
- Healthy and Safer Lifestyles 23 (Personal Safety)
- Summer 2nd Half
- Myself and My Relationships 18 (Managing Change)

#### YEAR 5 & 6 (YEAR 2)





- Autumn 1st Half
- **Citizenship 11 (Rights, Rules and Responsibilities)**
- Autumn 2nd Half
- **Myself and My Relationships 15 (My Emotions)**
- **Myself and My Relationships 17 (Anti-bullying)**
- Spring 1st Half
- **Citizenship 9 (Working Together)**
- **Healthy and Safer Lifestyles 22 (Drugs Education)**
- Spring 2nd Half
- **Economic Wellbeing 3 (Financial Capability)**
- **Healthy and Safer Lifestyles 24 (Relationships Education SR6)**
- Summer 1st Half
- **Healthy and Safer Lifestyles 18 (Managing Risk)**
- **Healthy and Safer Lifestyles 19 (Safety Context)**
- Summer 2nd Half
- **Healthy and Safer Lifestyles 21 (Healthy Lifestyles)**

**We also offer a variety of educational visits which provide opportunities for PSHCE as well as supporting the teaching and learning of other curriculum areas. Annually Years 5 & 6 pupils go on a five-day residential trip. There is particular focus on developing pupils' self-esteem and giving opportunities to develop leadership and co-operative skills through a range of outward bound and team work activities. Year 6 also take a trip to The Warning Zone. The Warning Zone educates Year 6 pupils across Leicester, Leicestershire and Rutland about the risks and consequences associated with certain types of behaviour. If Drug Awareness Resistance Education (D.A.R.E) can be booked and delivered by an external provider for Y5/6 this will also be used.**

#### TEACHING PSHCE / RSE TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS:

At Harby C of E Primary School we teach PSHCE to all children, whatever their ability. PSHCE forms part of the school curriculum policy to provide a broad and balanced education to all our children. Through our PSHCE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Particular care will be taken to ensure that RSE is accessible to pupils with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using differentiated resources, small group work or supporting pupils in-class.

#### GROUND RULES

Ground rules are set, in consultation between the pupils and the teacher, to ensure all pupils feel comfortable and safe and are able to communicate effectively during PSHCE / RSE sessions. These ground rules may state simply that each pupil listens to others,





values others' comments and does not use personal names when discussing sensitive situations.

Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer. Sessions will include information, signposting appropriate help and support, including parents and carers and the teachers or head teacher.

All school staff have completed safeguarding training and should be mindful of the school's safeguarding policy and procedures when delivering RSE sessions.

## ANSWERING PUPILS QUESTIONS

As with all subjects, pupils will have questions relating to what they have been learning and teachers will use their judgement to answer questions in an age appropriate way. If a teacher is unsure about whether a particular question is appropriate to be answered in a whole-class setting they may ask for support from the subject lead or senior leadership team.

## CONFIDENTIALITY

Confidentiality is addressed when agreeing ground rules, to promote a safe learning environment and also minimise the risk of inappropriate or unplanned disclosure in the classroom. However, there are implications of disclosure for child protection and all staff are aware of procedures in the event of a child protection issue arising. Staff and adults working with children should make it very clear to pupils that they cannot promise total confidentiality and must not try to investigate any issues themselves. They should contact the Designated Safeguarding Lead (DSL) if an issue arises. Should this arise the DSL or Deputy DSL will refer to and follow the school's Safeguarding policy.

## POLITICAL VIEWS

At Harby C of E Primary School we preclude the promotion of partisan political views in the teaching of any subject in the school and we take such steps that are reasonably practicable to ensure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.

## IMPACT

The impact of the delivery of our PSHCE curriculum will be reviewed through planning reviews, peer observation, book-looks and lesson observations from the Head Teacher, PSHCE Governor, Senior Teacher or PSHCE Lead.

This policy should be read in conjunction with the Child Protection and Safeguarding policy, Behaviour and the Anti-bullying policy.

*Last updated: April 2021*

*This policy will be reviewed annually*

## APPENDIX 1

### RECEPTION SCHEME OF WORK

PSHCE is delivered through a range of discrete taught and topic-based sessions. Topics are a reflection of cohort interests and therefore terms are not mapped out in advance.

<p><b>Myself and My Relationships 1</b> <b>Beginning and Belonging</b></p> <ul style="list-style-type: none"> <li>• How am I special and what is special about other people in my class?</li> <li>• What have I learnt to do and what would I like to learn next?</li> <li>• How do we welcome new people to our class?</li> <li>• What can I do to make the classroom a safe and happy place?</li> <li>• How can I play and work well with others?</li> <li>• How can I respect the needs of others?</li> <li>• How does my behaviour make other people feel?</li> </ul>	<p><b>Myself and My Relationships 2</b> <b>My Family and Friends - Including Anti-bullying</b></p> <ul style="list-style-type: none"> <li>• Who are my special people and why are they special to me?</li> <li>• Who is my family and how do we care for each other?</li> <li>• What is a friend?</li> <li>• How can I be a good friend?</li> <li>• How do I make new friends?</li> <li>• How can I make up with friends when I have fallen out with them?</li> <li>• How does what I do affect others?</li> <li>• Do I know what to do if someone is unkind to me?</li> </ul>
<p><b>Myself and My Relationships 3</b> <b>My Emotions</b></p> <ul style="list-style-type: none"> <li>• Can I recognise and show my emotions?</li> <li>• Can I recognise emotions in other people and say how they are feeling?</li> <li>• Do I know what causes different emotions in myself and other people?</li> <li>• How do I and others feel when things change?</li> <li>• Do I know simple ways to make myself feel better?</li> <li>• How can I help to make other people feel better?</li> </ul>	<p><b>Citizenship 1</b> <b>Identities and Diversity</b></p> <ul style="list-style-type: none"> <li>• Who are the people in my class and how are we similar to and different from each other?</li> <li>• Who are the different people who make up a family?</li> <li>• What things are especially important to my family and me?</li> <li>• What are some of the similarities and differences in the way people including families live their lives?</li> <li>• How can we value different types of people including what they believe in and how they live their lives?</li> <li>• How do we celebrate what we believe in and how is this different for different people?</li> </ul>
<p><b>Citizenship 2</b> <b>Me and My World</b></p> <ul style="list-style-type: none"> <li>• Who are the people who help to look after me and my school?</li> <li>• How can I help to look after my school?</li> <li>• How can I help to care for my things at home?</li> <li>• Where do I live and what are the different places and features in my neighbourhood?</li> <li>• Who are the people who live and work in my neighbourhood including people who help me?</li> <li>• How can we look after the local neighbourhood and keep it special for everybody?</li> <li>• What do animals and plants need to live and how can I help to take care of them?</li> <li>• What is money and why do we need it?</li> <li>• How do we save money?</li> </ul>	<p><b>Healthy and Safer Lifestyles 1</b> <b>My Body and Growing Up</b></p> <ul style="list-style-type: none"> <li>• What does my body look like?</li> <li>• How has my body changed as it has grown?</li> <li>• What can my body do?</li> <li>• What differences and similarities are there between our bodies?</li> <li>• How can I look after my body and keep it clean?</li> <li>• How am I learning to take care of myself and what do I still need help with?</li> <li>• Who are the members of my family and trusted people who look after me?</li> <li>• How do I feel about growing up?</li> </ul>
<p><b>Healthy and Safer Lifestyles 2</b> <b>Keeping Safe (Including Drug Education)</b></p> <ul style="list-style-type: none"> <li>• What do I think I have to keep safe from?</li> <li>• How do I know if something is safe or unsafe?</li> <li>• Do I understand simple safety rules for when I am at home, at school and when I am out and about?</li> <li>• Can I say 'No!' if I feel unsure about something and it does not feel safe or good?</li> </ul>	<p><b>Healthy and Safer Lifestyles 3</b> <b>Healthy Lifestyles</b></p> <ul style="list-style-type: none"> <li>• What things can I do when I feel good and healthy?</li> <li>• What can't I do when I am feeling ill or not so healthy?</li> <li>• What can I do to help keep my body healthy?</li> <li>• Do I understand why food and drink are good for us?</li> </ul>



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| <ul style="list-style-type: none"> <li>• Can I ask for help and tell people who care for me if I am worried or upset?</li> <li>• Who are the people who help to keep me safe?</li> <li>• What goes on to and into my body and who puts it there?</li> <li>• Why do people use medicines?</li> <li>• What are the safety rules relating to medicines and who helps me with these?</li> </ul> | <ul style="list-style-type: none"> <li>• Do I understand what exercise is and why it is good for us?</li> <li>• Do I understand why rest and sleep are good for us?</li> </ul> |
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## YEAR 1/2 PSHCE SCHEME OF WORK (YEAR 1)

Autumn Term 1st Half	Spring Term 1st Half	Summer Term 1st Half
<b>Myself and My Relationships 4</b> Beginning and Belonging What can I do to help make the school and classroom a safer and fair place? How can I get to know other children in my class? How do I feel when I am doing something new? How can I make someone feel welcome? How can I help other people to feel better? What do I know about how to solve problems?	<b>Citizenship 4</b> Diversity and Communities What are some of the similarities between me and others? What do I understand about my culture and beliefs and those of other people? Who are the people who help me, and what do they do? What does 'my community' mean and what do people do there? How do we care for animals and plants? How can I help look after the school environment?	<b>Healthy and Safer Lifestyles 9</b> Personal Safety Can I describe my home and neighbourhood? Who are the people who help keep me safe? Who could I talk to if I felt unsafe or unsure? Do I understand what good or bad secrets might be? What can I do if someone tries to persuade me? Can I recognise and describe 'yes' and 'no' feelings and 'I am not sure' feelings? How can I get the attention of an adult if I need to?
Autumn Term 2nd Half	Spring Term 2nd Half	Summer Term 2nd Half
<b>Myself and My Relationships 6</b> Friends and Family Can I describe what a friend is and does? How do I make new friends? How do I keep friends? How can I make up with my friends when things go wrong? Who is in my family, and how do we care for each other?	<b>Healthy and Safer Lifestyles 8</b> Drug Education What happens when things enter the body? What are medicines and why do some people use them? What do I understand about the roles of doctors, nurses and hospitals? What can I do if I feel poorly? What are the potentially risky substances at home and at school?	<b>Myself and My Relationships 8</b> Managing Change How am I changing as I grow up? How are my achievements, skills and responsibilities changing? How can I change my behaviour when something goes wrong? How do I cope when friendships change? How do I feel and how do I cope when I lose something special to me?



<p>Who are my special people and what makes them special to me? How am I similar to and different from other people? Who do I get support from when I need it?</p> <p><b>Myself and My Relationships 7</b></p> <p>Anti-Bullying Can I recognise behaviour that is bullying? Do I understand some of the reasons why bullying happens? How does bullying make people feel? Do I know what to do if I am being bullied? How does my school help positive and safe relationships? Where might bullying happen in my school?</p>	<p>How can I keep safe from harm if I come across risky substances? What is it like to be persuaded?</p> <p><b>Healthy and Safer Lifestyles 6</b></p> <p>Relationships Education What are the names of the main parts of the body? What can my body do? When am I in charge of my actions and my body? Do I understand how amazing my body is? How can I keep my body clean? How can I stop common illnesses and diseases spreading?</p>	<p>What helps me to feel better when I am hurt? When can I make choices about changes?</p>
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## YEAR 1/2 PSHCE SCHEME OF WORK (YEAR 2)

Autumn Term 1st Half	Spring Term 1st Half	Summer Term 1st Half
<p><b>Citizenship 5</b></p> <p>Rights, Rules and Responsibilities How do rules make me feel happy and safe? How do I take part in making rules? Who looks after me and what are their responsibilities? What jobs and responsibilities do I have in school and at home? Can I listen to other people, share my views and take turns? Can I take part in discussions and decisions in class?</p>	<p><b>Citizenship 3</b></p> <p>Working Together What am I and other people good at? What new skills would I like to develop? How can I listen well to other people? How can I work well in a group? Why is it important to take turns? How can I negotiate to sort out disagreements? How are my skills useful in a group? What is a useful evaluation?</p>	<p><b>Healthy and Safer Lifestyles 4</b></p> <p>Managing Risk What are risky situations and how can I keep myself safer? How do I feel in risky situations? What is my name, address and phone number and when might I need to give them? What is an emergency and who helps? How can I help in an emergency?</p> <p><b>Healthy and Safer Lifestyles 5</b></p> <p>Safety Contexts</p>

	<p><b>Economic Wellbeing 1</b></p> <p>Financial Capability</p> <p>Where does money come from and where does it go when we 'use' it?</p> <p>How might I get money and what can I do with it?</p> <p>How do we pay for things?</p> <p>What does it mean to have more or less money than you need?</p> <p>How do I feel about money?</p> <p>How do my choices affect me, my family, others?</p> <p>What is a charity?</p>	<p>Where are the safer places I can play?</p> <p>What are the risks for me using the roads, and how can I stay safe?</p> <p>What are the risks for me near water and how can I stay safe?</p> <p>What are the risks for me if I am lost and how can I stay safe?</p> <p>What are the best ways to keep safe from accidents?</p>
<b>Autumn Term 2nd Half</b>	<b>Spring Term 2nd Half</b>	<b>Summer Term 2nd Half</b>
<p><b>Myself and My Relationships 5</b></p> <p>My Emotions</p> <p>Can I name some different feelings?</p> <p>Do I know what makes me feel happy, sad, cross etc?</p> <p>How do my feelings and actions affect others?</p> <p>How do I manage some of my emotions?</p> <p>What helps me to feel relaxed?</p> <p>How can I control my behaviour?</p> <p>Who do I share my feelings with?</p> <p>How can I stand up for myself?</p> <p><b>Myself and My Relationships 7</b></p> <p>Anti-Bullying (This unit is continued from Year 1)</p> <p>Can I recognise behaviour that is bullying?</p> <p>Do I understand some of the reasons why bullying happens?</p> <p>How does bullying make people feel?</p>	<p><b>Healthy and Safer Lifestyles 8</b></p> <p>Drug Education (This unit is continued from Year 1)</p> <p>What happens when things enter the body?</p> <p>What are medicines and why do some people use them?</p> <p>What do I understand about the roles of doctors, nurses and hospitals?</p> <p>What can I do if I feel poorly?</p> <p>What are the potentially risky substances at home and at school?</p> <p>How can I keep safe from harm if I come across risky substances?</p> <p>What is it like to be persuaded?</p> <p><b>Healthy and Safer Lifestyles 10 RS2 2020</b></p> <p>Relationships Education</p> <p>How do babies change and grow?</p> <p>How have I changed since I was a baby?</p> <p>What do babies and children need?</p> <p>What are my responsibilities now I am older?</p>	<p><b>Healthy and Safer Lifestyles 7</b></p> <p>Healthy Lifestyles</p> <p>How can I stay healthy?</p> <p>What does it feel like to be healthy?</p> <p>What does healthy eating mean and why is it important?</p> <p>Why is it important to be active?</p> <p>What foods do I like and dislike and why?</p> <p>What can help us eat healthily?</p> <p>Why do we need food?</p> <p>What healthy choices can I make?</p>

<p>Do I know what to do if I am being bullied?</p> <p>How does my school help positive and safe relationships?</p> <p>Where might bullying happen in my school?</p>		
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### YEAR 3/4 PSHE SCHEME OF WORK (YEAR 1)

Autumn Term 1st Half	Spring Term 1st Half	Summer Term 1st Half
<p><b>Myself and My Relationships 9</b></p> <p>Beginning and Belonging</p> <p>What does it feel like to be new or to start something new?</p> <p>What helps me to feel like I belong and am valued in school?</p> <p>How can I make other people feel welcome?</p> <p>What will help us to feel safer and to learn well in our class and school?</p> <p>What different rules do we sometimes need in different places?</p> <p>How can I manage my feelings and calm them down if necessary?</p> <p>Who can I talk to when I need help?</p> <p><b>Healthy and Safer Lifestyles 12</b></p> <p>Safety Contexts</p> <p>How are roads risky and how can I reduce the risks?</p> <p>How is fire risky and how can I reduce the risks?</p> <p>How is water risky and how can I reduce the risks?</p> <p>How do I keep myself safe during activities and visits?</p> <p>How can I stop accidents happening?</p>	<p><b>Citizenship 6</b></p> <p>Working Together</p> <p>What am I good at and what are others good at?</p> <p>What new skills would I like or need to develop?</p> <p>How well can I listen to other people?</p> <p>How do I ask open questions?</p> <p>How can I share my views and opinions effectively?</p> <p>How can different people contribute to a group task?</p> <p>How can I persevere and overcome obstacles to my learning?</p> <p>How can I work well in a group?</p> <p>What is useful evaluation?</p> <p>How do I give constructive feedback and receive it from others?</p> <p><b>Healthy and Safer Lifestyles 11</b></p> <p>Managing Risk</p> <p>What risks are there to my safety, my friendships and feelings?</p> <p>How might my friends affect my decisions about risk?</p> <p>How do I feel and how does my body react in risky situations?</p> <p>Can I make decisions in risky situations?</p> <p>Who would I ask for help if things went wrong?</p> <p>What action is it okay for me to take in an emergency?</p>	<p><b>Economic Wellbeing 2</b></p> <p>Financial Capability</p> <p>What different ways are there to earn and spend money?</p> <p>What do savings, spending and budgeting mean to me?</p> <p>How can I decide what to spend my money on and choose the best way to pay?</p> <p>What might my family have to spend money on?</p> <p>What is 'value for money'?</p> <p>How do my feelings about money change?</p> <p>How do my choices affect my family, the community, the world and me?</p> <p><b>Myself and My Relationships 13</b></p> <p>Managing Change</p> <p>What changes have I already experienced and might I experience in the future?</p> <p>What changes might other people be going through?</p> <p>What is it like to be separated from a special person?</p> <p>How do people feel when things change or people or pets die?</p> <p>What emotions might I feel at times of loss and change?</p>

		<p>How might I behave when I feel these emotions?</p> <p>What can I do to make the best of new situations?</p>
<b>Autumn Term 2nd Half</b>	<b>Spring Term 2nd Half</b>	<b>Summer Term 2nd Half</b>
<p><b>Healthy and Safer Lifestyles 14</b></p> <p>Healthy Lifestyles</p> <p>How can I have a healthy lifestyle?</p> <p>How do nutrition and physical activity work together?</p> <p>What does healthy eating and a balanced diet mean?</p> <p>How can I plan and prepare simple, healthy food safely?</p> <p>How can I look after my teeth and why is it important?</p> <p>Who is responsible for my lifestyle choices and how are they influenced?</p> <p><b>Myself and My Relationships 12</b></p> <p>Anti-Bullying</p> <p>What are the key characteristics and forms of bullying?</p> <p>Do I understand that bullying occurs when a person or group of people feel the need to have power over another person or group of people?</p> <p>Do I understand how bullying affects the way we think, feel and behave?</p> <p>How can I keep myself safe if I am being bullied?</p> <p>How might bystanders intervene and help someone who is being bullied?</p>	<p><b>Healthy and Safer Lifestyles 15</b></p> <p>Drug Education</p> <p>What medical and legal drugs do I know about, and what are their effects?</p> <p>Who uses and misuses legal drugs?</p> <p>Why do some people need medicine and who gives it?</p> <p>What are the safety rules for storing medicine and other risky substances?</p> <p>What should I do if I find something risky, like a syringe?</p> <p>What do I understand about how friends and the media influence me?</p> <p><b>Healthy and Safer Lifestyles 13</b></p> <p>Relationships Education</p> <p>Why is it important to keep clean?</p> <p>What can I do for myself to stay clean and how will this change in the future?</p> <p>How do different illnesses and diseases spread and what can I do to prevent this?</p>	<p><b>Healthy and Safer Lifestyles 17 RS4 2020</b></p> <p>Relationships Education</p> <p>What are the main stages of the human life?</p> <p>What does it mean to be 'grown up'?</p> <p>What am I responsible for now and how will this change?</p> <p>How do parents and carers care for babies?</p>



Autumn Term 1st Half	Spring Term 1st Half	Summer Term 1st Half
<b>Citizenship 8</b> Rules, Rights and Responsibilities Why do we need rules at home and at school? What part can I play in making and changing rules? What do we mean by rights and responsibilities? What are my responsibilities at home and at school? How do we make democratic decisions in school? What is a representative and how do we elect them?	<b>Citizenship 7</b> Diversity and Communities What makes me 'me'? How are we different from each other? What are some of the different lifestyles and beliefs people have? What are stereotypes and how can I challenge them? What are the roles of different people in my community? How can we care for the environment? What do animals need, and what are the responsibilities of humans towards them? How do we choose pets, and how do we look after them? <b>Citizenship 6</b> Working Together What am I good at and what are others good at? What new skills would I like or need to develop? How well can I listen to other people? How do I ask open questions? How can I share my views and opinions effectively? How can different people contribute to a group task? How can I persevere and overcome obstacles to my learning? How can I work well in a group? What is useful evaluation? How do I give constructive feedback and receive it from others?	<b>Healthy and Safer Lifestyles 16</b> Personal Safety How can I be responsible for my own personal safety? What sorts of physical contact do I feel comfortable with? Who are the adults and friends I can trust and to whom I can talk about my feelings? When might I need to break a promise or tell a secret? <b>Healthy and Safer Lifestyles 13 RS3 2020</b> Relationships Education Why is it important to keep clean? What can I do for myself to stay clean and how will this change in the future? How do different illnesses and diseases spread and what can I do to prevent this?
Autumn Term 2nd Half	Spring Term 2nd Half	Summer Term 2nd Half
<b>Myself and My Relationships 10</b> My Emotions What is special about me and other people?	<b>Myself and My Relationships 11</b> Family and Friends What does a good friend do?	<b>Economic Wellbeing 2</b> Financial Capability What different ways are there to earn and spend money?

<p>How can I communicate my emotions? How do I cope with difficult emotions? How can I deal with fears and worries? How do my actions and emotions affect the way I and others feel? How do I care for other people's feelings? Who can I talk to about the way I feel? How can I disagree without being disagreeable?</p> <p><b>Myself and My Relationships 12</b> Anti-Bullying (This unit is continued from Year 3) What are the key characteristics and forms of bullying? Do I understand that bullying occurs when a person or group of people feel the need to have power over another person or group of people? Do I understand how bullying affects the way we think, feel and behave? How can I keep myself safe if I am being bullied? How might bystanders intervene and help someone who is being bullied?</p>	<p>Do I know how to listen to and support my friends? How do I cope when relationships change? What are some of the similarities and differences between me and my classmates? Who is now in my network of special people, and how do we affect each other?</p>	<p>What do savings, spending and budgeting mean to me? How can I decide what to spend my money on and choose the best way to pay? What might my family have to spend money on? What is 'value for money'? How do my feelings about money change? How do my choices affect my family, the community, the world and me?</p>
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YEAR 5/6 PSHCE SCHEME OF WORK (YEAR 1)

Autumn Term 1st Half	Spring Term 1st Half	Summer Term 1st Half
<p><b>Myself and Relationships 14</b> Beginning and Belonging How do we make sure we feel safe in our class and school? How do we build good relationships in our class?</p>	<p><b>Citizenship 10</b> Diversity and Communities What makes up my identity and that of other people? What are the different identities locally and in the UK?</p>	<p><b>Healthy and Safer Lifestyles 23</b> Personal Safety When am I responsible for my personal safety?</p>

<p>How do we make new people feel welcomed and valued?</p> <p>How do I feel when I do something new?</p> <p>Which ways to calm down work for me?</p> <p>How do I solve problems?</p> <p>Who can I talk to when I need help?</p> <p>How can I help and support other people?</p>	<p>How can I show respect for different views, lifestyles and beliefs?</p> <p>What are the negative effects of stereotyping?</p> <p>What groups and communities am I part of?</p> <p>Who works for the good of the community and how can I help?</p> <p>What are voluntary organisations and how do they make a difference?</p> <p>What is the role of the media and how does it influence me and my community?</p> <p>Who cares for the environment and what is my contribution?</p>	<p>What can I do to help keep myself safer?</p> <p>How can I act to show I am assertive?</p> <p>When should I keep a secret for myself or for a friend?</p> <p>Who is now in my network of support and how is it changing?</p> <p>When and how should I ask for help?</p>
Autumn Term 2nd Half	Spring Term 2nd Half	Summer Term 2nd Half
<p><b>Myself and Relationships 16</b></p> <p>Family and Friends</p> <p>Who is in my network of relationships and how has it changed?</p> <p>How can I develop new friendships and maintain existing ones?</p> <p>In what way is it positive to have differences between people?</p> <p>What different kinds of families are there?</p> <p>How can I manage some of the pressures on my relationships?</p> <p>Who do I get support from and how do I support others?</p> <p><b>Myself and Relationships 17</b></p> <p>Anti-Bullying</p> <p>Can I define bullying?</p> <p>Do I understand why a person or group of people may feel the need to have power over another person or group of people?</p>	<p><b>Healthy and Safer Lifestyles 22</b></p> <p>Drug Education</p> <p>What do I know about medicines, alcohol, nicotine, solvents and illegal drugs and how they affect people who use them and others?</p> <p>How does drug use affect the way a body or a brain works?</p> <p>How do medicines help people with a range of illnesses?</p> <p>What does misusing a drug mean?</p> <p>What are some of the laws about drugs?</p> <p>What risks should I look for around substances?</p> <p>How do my friends influence my behaviour and decision making?</p> <p>How and why do companies advertise drugs?</p> <p>When and how should I check information I am given?</p> <p><b>Healthy and Safer Lifestyles 20</b> <b>SR 5</b></p> <p>Sex and Relationships Education</p>	<p><b>Myself and Relationships 18</b></p> <p>Managing Change</p> <p>What different changes do we or might we experience?</p> <p>How do I feel if I lose something or someone or if things change?</p> <p>How have I been affected by changes I have already experienced?</p> <p>How are my friendships and relationships changing?</p> <p>In what different ways do people grieve?</p> <p>How might I and other people behave when we are living through change?</p> <p>How might I feel when I move to another school?</p>

<p>Can I respond to bullying and seek support where necessary?</p> <p>How can bullying affect people's behaviour and wellbeing?</p> <p>How might people's responses to bullying improve or worsen a situation?</p> <p>Can I identify ways of preventing bullying in school and the wider community?</p>	<p>What happens to the bodies of boys and girls when they reach puberty?</p> <p>What influences my view of my body?</p> <p>How can I keep my growing and changing body clean?</p> <p>How can the spread of viruses and bacteria be stopped?</p> <p>What is HIV?</p>	
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## YEAR 5/6 PSHCE SCHEME OF WORK (YEAR 2)

Autumn Term 1st Half	Spring Term 1st Half	Summer Term 1st Half
<p><b>Citizenship 11</b></p> <p>Rights Rules and Responsibilities</p> <p>How can I contribute to making and changing rules in school?</p> <p>How else can I make a difference in school?</p> <p>Are there places or times when I have to behave differently?</p> <p>What are the basic rights of children and adults?</p> <p>Why do we have laws in our country?</p> <p>How does democracy work in our community and in our country?</p> <p>What do councils, councillors, parliament and MPs do?</p> <p>Can I take part in a debate and listen to other people's views?</p>	<p><b>Citizenship 9</b></p> <p>Working Together</p> <p>What are my strengths and skills and how are they seen by others?</p> <p>What helps me learn new skills effectively?</p> <p>What would I like to improve and how can I achieve this?</p> <p>How could my skills and strengths be used in future employment?</p> <p>What are some of the jobs that people do?</p> <p>How can I be a good listener to other people?</p> <p>How can I share my views effectively and negotiate with others to reach agreement?</p> <p>How can I persevere and help others to do so?</p> <p>How can I give, receive and act on sensitive and constructive feedback?</p> <p><b>Healthy and Safer Lifestyles 22</b></p> <p>Drug Education (This unit is a continuation from 1<sup>st</sup> year of 5/6 rolling program)</p> <p>What do I know about medicines, alcohol, nicotine, solvents and illegal drugs and how they affect people who use them and others?</p>	<p><b>Healthy and Safer Lifestyles 18</b></p> <p>Managing Risk</p> <p>When might it be good to take risk?</p> <p>What are the different consequences of taking physical, emotional and social risks?</p> <p>How risky are different situations?</p> <p>When am I responsible for my own safety?</p> <p>How can I keep myself and others safe?</p> <p>How can I get the attention of an adult if I need to?</p> <p>Where can people go for help?</p> <p>How can I help people who need support?</p> <p>Can I carry out basic first aid?</p> <p><b>Healthy and Safer Lifestyles 19</b></p> <p>Safety Contexts</p> <p>How can I stay safe on the roads as a cyclist or pedestrian?</p>

	<p>How does drug use affect the way a body or a brain works?</p> <p>How do medicines help people with a range of illnesses?</p> <p>What does misusing a drug mean?</p> <p>What are some of the laws about drugs?</p> <p>What risks should I look for around substances?</p> <p>How do my friends influence my behaviour and decision making?</p> <p>How and why do companies advertise drugs?</p> <p>When and how should I check information I am given?</p>	<p>How do I keep myself safe in the sun?</p> <p>How can I stay safe in my home?</p> <p>How can I stay safe near railways?</p> <p>What helps to make school a safe place?</p> <p>How can I prevent accidents?</p>
Autumn Term 2nd Half	Spring Term 2nd Half	Summer Term 2nd Half
<p><b>Myself and My Relationships 15</b></p> <p>My Emotions</p> <p>What am I good at?</p> <p>What do I find difficult?</p> <p>What do I feel proud of about myself?</p> <p>How do I manage strong emotions?</p> <p>What can I do when I realise I'm in a bad mood?</p> <p>How do I recognise how other people feel and respond to them?</p> <p>How do I cope when I disagree with someone?</p> <p>How and from whom do I get support when things are difficult?</p> <p><b>Myself and My Relationships 17</b></p> <p>Anti-Bullying (This unit is continued from Year 5)</p> <p>Can I define bullying?</p> <p>Do I understand why a person or group of people may feel the need to have power over another person or group of people?</p>	<p><b>Economic Wellbeing 3</b></p> <p>Financial Capability</p> <p>What different ways are there to gain money?</p> <p>What sorts of things do adults need to pay for?</p> <p>How can I afford the things I want or need?</p> <p>How can I make sure I get 'value for money'?</p> <p>Why don't people get all the money they earn?</p> <p>How is money used to benefit the community or the wider world?</p> <p>What is poverty?</p> <p><b>Healthy and Safer Lifestyles 24 SR 6</b></p> <p>Sex and Relationships Education</p> <p>How can I express my feelings positively as I grow up?</p> <p>When am I responsible for how others feel?</p> <p>What should adults think about before they have a baby?</p>	<p><b>Healthy and Safer Lifestyles 21</b></p> <p>Healthy Lifestyles</p> <p>What does being healthy mean and what are the benefits?</p> <p>Why is a varied and balanced diet important?</p> <p>How can I achieve a healthy energy balance?</p> <p>How does physical activity help me?</p> <p>How can I plan, prepare and cook healthy meals safely?</p> <p>What or who influences when I'm making lifestyle choices?</p> <p>How am I responsible for a healthy lifestyle?</p>



Can I respond to bullying and seek support where necessary? How can bullying affect people's behaviour and wellbeing? How might people's responses to bullying improve or worsen a situation? Can I identify ways of preventing bullying in school and the wider community?	What are families like?	
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## Appendix 2

### RSE Definitions and curriculum content

**The Cambridge Scheme for the delivery of Relationship and Sex Education (RSE)** supports and guides children and young people in life-long learning about relationships, emotions, the human biology of sex, sexuality and sexual health. In partnership with parents and carers, we help our young people to understand and manage their physical and emotional development during adolescence and to prepare for the decisions to be made in adult life.

The school's RSE content has been highlighted in green in Appendix 1 **SR2-6 / RS2-4** to show which units contain the updated statutory areas of the curriculum.

#### i. Relationships Education

The focus of Relationships Education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. DfE guidance requires us to teach objectives under the following topics;

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

#### ii. Health Education

The focus of Health Education is on teaching the characteristics of good physical health and mental wellbeing. Elements of our Health Education are timetabled to complement and support the teaching of RSE. DfE guidance requires us to teach objectives under the following topics;

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness



- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

### iii. Sex Education outside of science

The Cambridge Scheme has been tailored to the age and the physical and emotional maturity of the pupils. The programme for delivery of lessons, contains the **statutory** elements of the Science curriculum and also contains **non-statutory** content which the school feels is age appropriate and does an important job of helping to answer some of the questions that pupils are asking as they come to the transition period between Primary and Secondary school.

Year 6 will have two lessons focusing on consent in intimate adult relationships and how a baby is conceived and born.

Parents will be informed of when the two year 6 lessons are taking place and if they wish to withdraw procedures will be followed as set out in Appendix 3 below.

## Appendix 3

The school has consulted parents and carers and their views have been taken into consideration when planning and delivering RSE. Parents and carers will be kept informed about what is delivered and when, so that they can support this learning at home.

***Parents and carers will be invited to a meeting where they will be able to view resources, including any used for Sex education taught outside of science.***

From September 2020 Parents and carers have the right to withdraw their child from Sex Education outside of science. From September 2020 parents do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum.

If a parent or carer wishes to withdraw their child from Sex Education we ask that they discuss it with the Head Teacher and then a request for withdrawal should be put in writing using the form found at the end of this policy and addressed to the headteacher.

Parents, carers and staff should be aware that pupils who are withdrawn from RSE will have questions about why this has happened. It should also be understood that pupils may ask their peers questions about lesson content.

Alternative work will be given to pupils who are withdrawn from sex education.

### Statutory Relationships and Health Education

Full details of what must be covered by the end of primary school can be found in the department for Education guidance <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>





## Parental withdrawal monitoring form

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			



TO BE COMPLETED BY THE SCHOOL

Agreed actions  
from discussion  
with parents

Staff signature