



Nexus Education Schools Trust

Relationships and Health Education Policy

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Introduction

Nexus Education School Trust (NEST) consider that Relationships and Health Education (RHE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum and is linked to that for Science. We aim to offer pupils a carefully planned programme on human development, relationships, age appropriate sex education and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the statutory requirements of the DfE Relationships Education Guidance.

Aims

- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be prepared for puberty
- To teach pupils to understand what constitutes a safe and healthy lifestyle
- To understand the consequences of their actions and behave responsibly within relationships
- To understand, acknowledge and appreciate difference and diversity
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- To understand the role the media plays in forming attitudes
- To provide pupils with a toolkit for understanding and managing their emotions

Objectives

As part of RSE, pupils will be taught about the nature and importance of family life and strong and mutual mutually supportive relationships.

- We try to ensure that no stigma is placed on children based on their home circumstances.
- We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others.
- We hope to prevent and remove prejudice. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We will work towards this aim in partnership with parents/carers and our local community

Teaching and Learning including delivery of the Curriculum

For the purpose of this policy, '**relationships education**' is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality in Year 6.

'**Health education**' is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's **PSHE curriculum**.

The scheme of work for RHE at NEST Schools maps out a grid of lessons/units for each year group which progresses and returns to themes as children move through the school. Our planned curriculum meets the DfE RHE expectation and can be found on the school website. (See Appendix 1)

Where appropriate we will link the teaching of RHE to other subject areas e.g. Science, P.E., R.E. and Computing.

Since RHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Delivery of RHE

RHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RHE are taught within the Science curriculum, and other aspects are included in Religious Education (R.E.).

Relationships and Health Education focuses on teaching the fundamental building blocks and characteristics of positive relationships and healthy lifestyles including:

Relationships Education	Health Education
➤ Families and people who care for me	➤ Mental Wellbeing
➤ Caring friendships	➤ Internet Safety and harms
➤ Respectful relationships	➤ Physical health and fitness
➤ Online relationships	➤ Healthy eating
➤ Being safe	➤ Drugs, alcohol and tobacco
	➤ Health and Prevention
	➤ Basic First Aid
	➤ Changing adolescent bodies

In Year 5 we place a particular emphasis on RHE, as many children start to experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. **We always teach these with due regard for the emotional development of the children (as stated earlier in this policy).**

These 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, LGBT 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).

Roles and Responsibilities

The Local Committee

The Local Committee will hold the Headteacher to account for the implementation of this policy.

The Headteacher

The Headteacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RHE (see Parents and Carers' Right to Withdraw below).

Staff

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory / non-science components of RHE
- Reporting any concerns that arise to the senior leadership team

Parents and Carers' Right to Withdraw

Parents and carers do not have the right to withdraw their children from Relationships and Health Education.

However, they do have the right to withdraw their children from the non-statutory/non-science components of sex education within RHE.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

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

Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

Pupils' Questions

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different backgrounds, beliefs and views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' and carers' wishes before questions are answered.

Visiting Speakers

Any visiting speakers to the school, such as the school nurse or the Life Bus, should be familiar with the Relationships and Health Education Policy. All sessions run by a visiting speaker should also be attended by a teacher familiar with the policy.

Advising Parents/Carers

The school is committed to working with parents and carers and believes that it is important to have the support of parents and carers and the wider community for the relationships and health programme.

Parents and carers will be advised (by letter) about forthcoming sex education lessons, with the option of viewing the resources before the lessons commence. Further details of the lessons will be provided to parents and carers upon request, and they will be invited to view any materials before the lesson.

Special Needs

Pupils with special educational needs will be given the opportunity to fully participate in RHE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

Equal Opportunities

RHE teaching will ensure quality of access for all pupils, regardless of disability, gender reassignment, race, religion or belief, sex or sexual orientation, so giving equal opportunities and avoiding discrimination.

Training

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher may also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RHE.

Monitoring and Evaluation

The delivery of RHE is monitored by the PSHE Lead and/or the senior leadership team through:

- learning walks and/or lesson observations
- looking at children's books
- talking to children about their learning

This policy and scheme of work will be regularly reviewed and any feedback from teachers, parents and carers and pupils will be considered.

Appendix 1 – Scheme of Work Outline

Relationship and sex education curriculum map

YEAR GROUP	AUTUMN	SPRING	SUMMER
EYFS	<p>Safe and Unsafe Relationships Education Healthy and Safe UNCRC: Articles 6 & 36</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • who keeps them safe and how • about what is safe and unsafe <p>Children should:</p> <ul style="list-style-type: none"> • be able to talk about how to keep safe 	<p>Friendship (CWP) Relationships Education EWMH Values & SMSC UNCRC: Article 15</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • what friends are <p>Children should:</p> <ul style="list-style-type: none"> • be able to communicate their feelings to others, to recognise how others show feelings and how to respond • be able to talk about what makes a good friend • recognise how their behaviour affects other people <p>Internet safety and harms Health Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • where and how to report concerns and get support with issues online <p>Children should:</p> <ul style="list-style-type: none"> • be able to identify a person to speak to about issues online 	<p>Special people EWMH Values & SMSC UNCRC: Article 2</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • who are special people and that everyone's are different • more about how people feel <p>Children should:</p> <ul style="list-style-type: none"> • recognise similarities and differences in families [Working scientifically]

YEAR GROUP	AUTUMN	SPRING	SUMMER
Year 1	<p>Who Are Our Friends? UNCRC: Article 15 EWMH – self awareness Relationships Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about different types of friends, including grown-ups the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises <p>Children should:</p> <ul style="list-style-type: none"> be able to talk about good and not so good feelings be able to talk about friends begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings know how to get help if someone asks them to keep a secret that does not feel good 	<p>Losing and Finding EWMH – self esteem</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about what happens when things get lost or change <p>Children should:</p> <ul style="list-style-type: none"> be able to express how they feel when they lose something or if things change (including moving home, losing toys, pets or friends) <p>Internet safety and harms Health Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> that for the most people the internet is an integral part of life and has many benefits how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private where and how to report concerns and get support with issues online <p>Children should:</p> <ul style="list-style-type: none"> be able to identify a person to speak to about issues online be able to explain how they use the internet and why it is beneficial know how to keep their personal information private when online 	<p>Memories and Growing Up EWMH – self esteem Values & SMSC UNCRC: Article 29</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about special memories <p>Children should:</p> <ul style="list-style-type: none"> make a memory box and choose contents

<p>Year 2</p>	<p>Same and Different – being truthful EWMH Anti-bullying UNCRC: Article 3</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about truth and lies and more about diversity <p>Children should:</p> <ul style="list-style-type: none"> be able to show what constitutes a good friend recognise what is fair and unfair, kind & unkind including bullying because someone is different to you <p>Coping With Conflict EWMH Anti bullying Relationships Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> more about teasing & bullying, the different types of teasing and bullying, that these are wrong and unacceptable consequences of anti-social & aggressive behaviours such as bullying & discrimination on individuals & communities how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help <p>Children should:</p> <ul style="list-style-type: none"> know why this is wrong and how to get help. recognise when people are being unkind either to them or others, how to respond, who to tell and what to say 	<p>Internet safety and harms Health Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private where and how to report concerns and get support with issues online <p>Children should:</p> <ul style="list-style-type: none"> be able to identify a person to speak to about issues online be able to explain how they use the internet and why it is beneficial know how to keep their personal information private when online create a poster about Internet Safety 	<p>Personal Safety EWMH Healthy and Safe UNCRC: Article 36 Relationships Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about who to talk to if they have concerns, questions or worries <p>Children should:</p> <ul style="list-style-type: none"> know difference between secrets & surprises & learn not to keep adults' secrets <p>Making and Breaking Friendships EWMH Values & SMSC Relationships Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about when friendships break up, or people move away <p>Children should:</p> <ul style="list-style-type: none"> understand about feelings associated with this <p>Variety of Relationships EWMH Values, SMSC & RE Relationships Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them and identify special people and how they care for them <p>Children should:</p> <ul style="list-style-type: none"> recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'
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<p>Year 3</p>	<p>Healthy Relationships Relationships Education Healthy and Safe UNCRC: Article 24</p> <p>Children will learn:</p> <ul style="list-style-type: none"> what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships <p>Children should:</p> <ul style="list-style-type: none"> recognise ways in which a relationship can be unhealthy and who to talk to if they need support <p>Sex and Relationship Education (CWP) [biology]</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about biological gender and growing <p>Children should:</p> <ul style="list-style-type: none"> be aware of differences and gender identity <p>Types of Relationship (CWP) Values, SMSC EWMH – self-awareness Relationships Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about different types of relationships including friends and families, civil partnerships and marriage that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment (incl. same sex) <p>Children should:</p> <ul style="list-style-type: none"> understand that there are a variety of relationships 	<p>Families Who Live Far Away Relationships Education Values, SMSC & RE– diversity UNCRC: Article 22</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about extended families <p>Children should:</p> <ul style="list-style-type: none"> be able to discuss issues for families living overseas <p>Internet Safety and harms Health Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others mental and physical wellbeing why social media, some computer games and online gaming are restricted <p>Children should:</p> <ul style="list-style-type: none"> know some of the risks when spending excessive time online discuss the positive and negative effects of time online know the age restrictions and content restrictions for popular social media and gaming sites 	<p>Peer Pressure Healthy and Safe Relationships Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media <p>Children should:</p> <ul style="list-style-type: none"> be able to describe how to deal with unhelpful pressure be able to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong <p>Special People in School EWMH – self awareness</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about different roles in school <p>Children should:</p> <ul style="list-style-type: none"> conduct an interview
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<p>Year 4</p>	<p>Bereavement, Loss and Separation EWMH</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about how it feels to lose someone <p>Children should:</p> <ul style="list-style-type: none"> be able to identify who can help them with difficult feelings <p>Relationships and Sex Education (CWP) EWMH – self awareness Healthy and Safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> how their body will change as they approach and move through puberty [biology] about the emotional changes they may experience during puberty <p>Children should:</p> <ul style="list-style-type: none"> be able to recognise changes to their own bodies 	<p>Persuasion and Pressure Relationships Education EWMH Anti bullying UNCRC: Articles 23 & 34</p> <p>Children will learn:</p> <ul style="list-style-type: none"> that their actions affect themselves and others about the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' <p>Children should:</p> <ul style="list-style-type: none"> be able to judge what kind of physical contact is acceptable or unacceptable and how to respond be able to demonstrate some basic techniques for resisting pressure <p>Internet safety and harms Health Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> why social media, some computer games and online gaming are age restricted that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health where and how to report concerns and get support on issues online <p>Children should:</p> <ul style="list-style-type: none"> know the age restrictions and content restrictions for popular social media and gaming sites know who/where to seek support and advice from when the internet becomes a negative place 	<p>Exclusion/Inclusion Relationships Education EWMH Anti-bullying UNCRC: Articles 23 & 34</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about equal opportunities and their importance <p>Children should:</p> <ul style="list-style-type: none"> be able to show understanding of difference including disability recognise how images in the media do not always reflect reality and can affect how people feel about themselves deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others <p>Mental Wellbeing Health Education Relationships Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing <p>Children should:</p> <ul style="list-style-type: none"> describe ways in which they can seek support if experiencing bullying create Anti-Bullying posters
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<p>Year 5</p>	<p>What is a 'Healthy Relationship?' Relationships Education UNCRC: Article 30</p> <p>Children will learn:</p> <ul style="list-style-type: none"> more about a range of issues that can affect families · about change, including transitions loss, separation, divorce and bereavement <p>Children should:</p> <ul style="list-style-type: none"> be aware of some of the problems families/parents can face EWMH <p>Being left out & Coping with Bullying Relationships Education UNCRC: Article 2</p> <p>Children will learn:</p> <ul style="list-style-type: none"> how it feels to be excluded or discriminated against EWMH about how to deal with bullies Anti-bullying <p>Children should:</p> <ul style="list-style-type: none"> be able to describe how this feels consider bullying themes within the school such as racism, hate speech, ability, special need, gender identity, disabilities, homophobic, biphobic and transphobic bullying and sexual bullying – including the use of words such as 'gay' as an insult use role-play or other to demonstrate techniques they have learnt 	<p>Internet safety and harms Health Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted <p>Children should:</p> <ul style="list-style-type: none"> create a leaflet about Internet Safety including: how to ration time online, the positives/negatives of the internet, key ages for social media sites and how to be a discerning consumer of information online <p>Working Together Anti-bullying</p> <p>Children will learn:</p> <ul style="list-style-type: none"> how they can work together to bring about change <p>Children should:</p> <ul style="list-style-type: none"> listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. 	<p>Sex Relationship Education (CWP) Healthy and Safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about human reproduction [Working scientifically, biology] <p>Children should:</p> <ul style="list-style-type: none"> realise that human reproduction is an adult activity and how to keep themselves safe from unwanted sexual behaviours <p>Gender Differences and Puberty (CWP) Healthy and Safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about development from birth and specific body parts <p>Children should:</p> <ul style="list-style-type: none"> be able to name these parts and understand their function [Working scientifically, biology] recognise that their identity is 'Who they choose to live as' and is their choice know how to get help
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Year 6	<p>Secrets and Dilemmas Values & SMSC Healthy and Safe Relationships Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about handling moral dilemmas and when to tell <p>Children should:</p> <ul style="list-style-type: none"> show understanding through role-play or other scenario activities <p>Conflict Resolution EWMH UNCRC: Article 12 Relationships Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about how to deal with conflicts as they arise <p>Children should:</p> <ul style="list-style-type: none"> be able to suggest strategies for handling conflict be able to recognise and manage 'dares' be able to recognise how "peer acceptance" may be influential in their actions and behaviours this may include exploring resisting gang culture and knife carrying <p>Arguments and Families EWMH Relationships Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about how different families behave, interact and communicate <p>Children should:</p> <ul style="list-style-type: none"> recognise that reaching positive solutions usually involves negotiation and compromise 	<p>Relationships and Sex Education – what do we mean by love? (CWP) [biology] Healthy and Safe Values, SMSC & RE – diversity Relationships Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about parenting and love that there is nothing that they should be afraid to ask about that there are some cultural practices that are against British law and universal human rights such as female genital mutilation (FGM) to explore positive and negative ways of communicating in a relationship (online relationships) <p>Children should:</p> <ul style="list-style-type: none"> appreciate there are different types of love e.g. parental love, partner love, friendship love etc. be aware that marriage is a commitment freely entered into by both people, that no one should enter into marriage if they don't absolutely want to do so explore questions about RSE including Gender & Sexual Identity including lesbian, gay, bisexual, trans, queer and interested (LGBTQi) and sexual health <p>Internet and safety and harms Health Education</p> <p>Children will learn:</p> <ul style="list-style-type: none"> why social media, some computer games and online gaming are age restricted that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted <p>Children should:</p> <ul style="list-style-type: none"> discuss examples of fake news/negative online experiences and how these can be rectified reflect on their time and use on the internet 	<p>Moving On Healthy and Safe EWMH UNCRC: Article 27 Citizenship & British Values – Children's Rights</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement <p>Children should:</p> <ul style="list-style-type: none"> have a range of coping strategies with loss and bereavement be able to differentiate between the terms, 'risk', 'danger' and 'hazard' e.g. use of mobile phones; internet etc. – in reference possibly to 'grooming'; cyber bullying; gang culture, sexting and Child Sexual Exploitation (CSE)
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Understanding Relationships and Health Education in your child's primary school: a guide for parents

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

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

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

Relationships Education

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

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

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

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

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

Health Education

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



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

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

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

Your rights as a parent

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

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

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

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



Right to withdraw your child

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

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

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



Department
for Education

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