



Claremont Primary School

A hub of educational excellence and innovation,
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Relationships, Sex and Health Education (RSHE) Policy

Responsible person	Laura Edmonds, PSHE Leader
Responsible governor	Heather Phillips, T&L Chair
Responsible governor team	T&L
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Policy reference	Adapted from The Key model

At Claremont we believe and recognise that the diversity of our community is one of our greatest strengths and assets. We are committed to ensuring that our pupils are treated fairly, and we have carefully considered and analysed the impact within this policy to promote equality of opportunity for all and we will use our position of influence as a school to work with all stakeholders to eliminate discriminatory barriers and ensure that our pupils have a sense of shared, common belonging and understanding

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In all our work in this area Claremont makes careful consideration of age appropriateness.

1. Aims

The aims of relationships and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Reflect our school values, particularly demonstrating and promoting 'Respect and Kindness' and 'Joy in Wellbeing'

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the Education Act 1996 and the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory [guidance](#) for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' published by the Department for Education in 2019 and updated in 2021.

At Claremont Primary School we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, governors and parents. It is linked to other school policies (Child protection and Safeguarding, Anti-Bullying, Positive Behaviour and Equality statement). The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Governor consultation - member of staff or working group met with Safeguarding governor to give them the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

5. Pupil consultation – we investigated what exactly pupils want from their RSHE
6. Ratification – once amendments were made, the policy was shared with governors and ratified on 20th October 2020.

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is part of lifelong learning about the emotional, social and physical aspects of growing up and relationships. RSHE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. The order of questions taught is changeable.

We have developed the curriculum in consultation with parents, governors, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education. Primary sex education at Claremont will, with parental consent, focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSHE

RSHE is not delivered in isolation, but firmly embedded in all curriculum areas including Personal, Social, Health and Economic (PSHE) education, Religious education (RE), Physical education (PE) and Science. At Claremont the main RSHE content is delivered as part of a wider topic to provide a context for learning. Many aspects of RSHE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year in order that parents are informed and can be involved in supporting their child.

RSHE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Pupils are able to ask anonymous questions by writing a note for the class worry box. This box is found in every class.

RSHE is delivered through a varied range of activities, which promote dialogue and understanding. These include: Phase assemblies, Circle time, active teaching and learning, role play/scenarios, card sorting and discussions. External agencies can be invited to support the delivery of RSHE. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the RSHE curriculum.

To promote effective communication and discussion between parents and their children we notify parents through termly curriculum letters about when particular aspects of RSHE will be taught. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

Inclusion: Every child is entitled to receive RSHE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children. It is our intention all children have the opportunity to experience a programme of RSHE at a level which is appropriate for their age and physical development with differentiated provision if required.

As far as is appropriate, pupils with special educational needs should follow the same RSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. This must be in line with each individual child's needs and, where relevant, their EHCP. Teachers and/or Teaching Partners work with individual pupils where required, and if appropriate.

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

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

Pupils also receive stand-alone sex education sessions in years five and six.

For more information about our RSHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life and within protected characteristics, 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).

7. Roles and responsibilities

7.1 The governing body

The governing body will approve the RSHE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

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

Teachers have the responsibility for covering the RSHE curriculum and it is overseen by the PSHE lead. Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships and health education.

Parents have the right to withdraw their children from the non-statutory components of sex education as mentioned above.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

9. Training

Staff are trained on the delivery of RSHE 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, to provide support and training to staff teaching RSHE.

10. Monitoring arrangements

The delivery of RSHE is monitored by the PSHE lead through:

- Discussion with class teachers
- Book scrutiny if appropriate
- Lesson shares

Pupils' development in RSHE is monitored by class teachers.


This policy will be reviewed by PSHE Lead annually. At every review, the policy will be approved by the Headteacher, alongside the Teaching & Learning committee of the governing body.

Appendix 1: Curriculum maps – PSHE Overview

Expectation: 1 lesson taught of 30 minutes per week (or equivalent) and learning shown in class big book.

PSHE School Overview

Expectation: 1 lesson taught of 30 minutes per week (or equivalent) and learning shown in class big book.

School Values	Determination with Self-Belief	Respect and Kindness	Joy in Wellbeing		Imagination through Curiosity	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	What makes a family? Celebrating culture and beliefs. Becoming a: confident communicator, listener, independent individual, a fit and healthy person, a fantastic friend, empathetic person, someone who plays nicely, a compassionate citizen. Important jobs in the community, Looking after our world					
Year 1	What helps us stay healthy?		What is the same and different about us? (including protected characteristics)	Who is special to us?	Who helps to keep us safe?	How can we look after each other?
Year 2	What helps us to stay safe? **	How do we recognise our feelings?	What jobs do people do?	What makes a good friend?	What helps us grow and stay healthy?	What is bullying? **
Year 3	How can we be a good friend? **	What keeps us safe? **	What are families like?	What makes a community? (including protected characteristics) **	Why should we keep active and sleep well? **	Why should we eat well and look after our teeth?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect? (including protected characteristics) **	How can we manage our feelings? **	How can our choices make a difference to others and the environment?	What makes up a person's identity? **	How can we manage risk in different places? **
Year 5	How can friends communicate safely? **		What decisions can people make with money? (What jobs would we like?)	How can we help in an accident or emergency?	How can drugs common to everyday life affect health?	RHE: The Changing Body (including gender identity)
Year 6	What will change as we become more independent? How do friendships change as we grow?	RHE: The Changing Adolescent Body	How can we keep healthy as we grow?		How can the media influence people? **	

** These units include online safety objectives from the DfE Education for a Connected World, created by the UK Council for Internet Safety

Resources include:

NSPCC

<https://learning.nspcc.org.uk/research-resources/schools/relationships-health-and-sex-education-resources>

PANTS NSPCC

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/>

Public Health England resources

<https://www.gov.uk/government/news/phe-launches-rise-above-for-schools-programme>

<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-the-big-talk/zn8f7nb>

Teacher's Pet Wellbeing Wednesday resources

<https://tpet.co.uk/wellbeing-wednesday/>

PSHE Association resources

For example: <https://www.south-farnham.surrey.sch.uk/attachments/download.asp?file=1046&type=pdf>

Twinkl Life resources

For example: <https://www.twinkl.co.uk/resources/twinkl-life/pshe-twinkl-life/relationships-pshe-and-citizenship-twinkl-life>

Sesame Street resources

<https://sesamestreetincommunities.org/topics/emotions/>

Kapow Primary

[PSHE and RSE scheme of work for primary pupils | Kapow Primary](#)

RSHE Long Term Plan

RSHE School Overview

Priority areas to cover

Questions in bold are the PSHE theme questions.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p>Being Safe Building relationships and self-awareness, Making relationships, Managing feelings and behaviour, Managing self, Self-confidence</p> <p>Mental wellbeing Managing feelings/behaviour, Self-regulation, Building relationships, In school, Familiar adults, Online, Physical development</p> <p>Internet safety and harms: E-safety day</p> <p>Physical Health and Fitness Physical development</p> <p>Health and Prevention: Managing self, Visit from dentist</p> <p>Basic First-Aid</p>					
Year 1	<p>What helps us stay healthy?</p> <p>Mental wellbeing Drugs, Alcohol and Tobacco Health and Prevention Basic First-Aid Physical Health and Fitness</p>	<p>What is the same and different about us?</p> <p>Families and people who care for me Respectful Relationships Being Safe Changing adolescent body</p>	<p>Who is special to us?</p> <p>Families and people who care for me Respectful Relationships</p>	<p>Who helps to keep us safe?</p> <p>Online Relationships Being Safe Basic First-Aid</p>	<p>How can we look after each other and the world?</p> <p>Respectful Relationships Mental wellbeing Changing adolescent body</p>	
Year 2	<p>What helps us to stay safe?</p> <p>Online Relationships Being Safe Internet safety and harms</p>	<p>How do we recognise our feelings?</p> <p>Mental wellbeing Drugs, Alcohol & Tobacco Health and Prevention Basic First-Aid Changing adolescent body</p>	<p>What jobs do people do?</p> <p>Internet safety and harms</p>	<p>What makes a good friend?</p> <p>Caring Friendships Respectful Relationships Mental wellbeing</p>	<p>What helps us grow and stay healthy?</p> <p>Mental wellbeing Internet safety and harms Physical Health and Fitness Healthy Eating</p>	<p>What is bullying?</p> <p>Respectful Relationships Online Relationships Being Safe Mental wellbeing Internet safety and harms</p>
Year 3	<p>How can we be a good friend?</p> <p>Caring Friendships</p>	<p>What keeps us safe?</p> <p>Respectful Relationships Online Relationships Being Safe Internet safety and harms Health and Prevention</p>	<p>What are families like?</p> <p>Families and people who care for me</p>	<p>What makes a community?</p> <p>Respectful Relationships</p>	<p>Why should we keep active and sleep well?</p> <p>Physical Health and Fitness Healthy Eating Health and Prevention</p>	<p>Why should we eat well and look after our teeth?</p> <p>Healthy Eating</p>
Year 4	<p>What strengths, skills and interests do we have?</p>	<p>How do we treat each other with respect?</p> <p>Respectful Relationships Online Relationships Being Safe</p>	<p>How can we manage our feelings?</p> <p>Mental wellbeing Changing adolescent body</p>	<p>How can our choices make a different to others and the environment?</p> <p>Respectful Relationships</p>	<p>What makes up a person's identity?</p> <p>Respectful Relationships</p>	<p>How can we manage risk in different places?</p> <p>Respectful Relationships Online Relationships Being Safe</p>
		<p>Mental wellbeing Internet safety and harms</p>				<p>Internet safety and harms Drugs, Alcohol & Tobacco Health and Prevention</p>
Year 5	<p>How can friends communicate safely?</p> <p>Families and people who care for me Respectful Relationships Online Relationships Being Safe Internet safety and harms</p>		<p>What decisions can people make with money?</p> <p>Respectful Relationships</p> <p>What jobs would we like?</p>	<p>How can we help in an accident or emergency?</p> <p>Basic First-Aid</p>	<p>How can drugs common to everyday life affect health?</p> <p>Physical Health and Fitness Healthy Eating Drugs, Alcohol & Tobacco</p> <p>Changing adolescent body – Sex Ed lessons</p>	<p>The Changing Body</p> <p>How will we grow and change?</p> <p>Changing adolescent body</p>
Year 6	<p>What will change as we become more independent? How do friendships change as we grow?</p> <p>Families and people who care for me Families and people who care for me Caring Friendships Mental wellbeing Changing adolescent body</p>		<p>How can we keep healthy as we grow?</p> <p>Mental wellbeing Internet safety and harms Physical Health and Fitness Healthy Eating Drugs, Alcohol & Tobacco Health and Prevention</p>		<p>How can the media influence people?</p> <p>Respectful Relationships Online Relationships Internet safety and harms</p> <p>Changing adolescent body – Sex Ed lessons</p>	

Sex Education Long Term Plan

Year 5 and 6 Kapow Materials **Have videos to go alongside lessons**

Year 5	Year 6	Year 5	Year 5	Year 5	Year 6
<p>Lesson 3: Puberty</p> <p>Lesson 3: Puberty Kapow Primary</p> <p>Learning objective</p> <ul style="list-style-type: none"> ✓ To understand physical changes during puberty <p>Success criteria</p> <ul style="list-style-type: none"> ✓ I understand how the body changes as a child becomes an adult ✓ I can accurately label sexual external parts of the body ✓ I can accurately label internal reproductive organs 	<p>Lesson 4: Physical and emotional changes of puberty</p> <p>Lesson 4: Physical and emotional changes of puberty Kapow Primary</p> <p>Learning objective</p> <ul style="list-style-type: none"> ✓ To understand the changes that happen during puberty <p>Success criteria</p> <ul style="list-style-type: none"> ✓ I understand changes which happen during puberty for boys, girls and both ✓ I can name the parts of the body ✓ I can use my knowledge to answer other people's problems 	<p>Lesson 4: Menstruation</p> <p>Lesson 4: Menstruation Kapow Primary</p> <p>Learning objective</p> <ul style="list-style-type: none"> ✓ To understand the menstrual cycle <p>Success criteria</p> <ul style="list-style-type: none"> ✓ I understand the process of the menstrual cycle ✓ I can explain some changes I will go through during puberty ✓ I know who I can go to for help if I need to 	<p>Lesson 5: Conception</p> <p>Lesson 5: Conception Kapow Primary</p> <p>Learning objective</p> <ul style="list-style-type: none"> ✓ To understand the biology of conception <p>Success criteria</p> <ul style="list-style-type: none"> ✓ I understand the menstrual cycle ✓ I understand how a baby is conceived 	<p>Lesson 5: Emotional changes in puberty</p> <p>Lesson 5: Emotional changes in puberty Kapow Primary</p> <p>Learning objective</p> <ul style="list-style-type: none"> ✓ To understand emotional changes during puberty <p>Success criteria</p> <ul style="list-style-type: none"> ✓ I understand that puberty may change my feelings as well as my body ✓ I understand that everyone is different and these differences are normal ✓ I know who I can talk to if I am worried about anything 	<p>Lesson 6: Pregnancy and birth</p> <p>Year 6 RSE Lesson and Video Womb and Childbirth Kapow Primary</p> <p>Learning objective</p> <ul style="list-style-type: none"> ✓ To understand the development of the baby during pregnancy <p>Success criteria</p> <ul style="list-style-type: none"> ✓ I understand how a baby develops in the womb during pregnancy ✓ I can identify some of the things a baby needs

**Appendix 2: By the end of primary school pupils should know
Relationships Education**

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives • That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Physical Health and Mental Wellbeing (Health Education)

TOPIC	PUPILS SHOULD KNOW
<i>Mental wellbeing</i>	<ul style="list-style-type: none">• That mental wellbeing is a normal part of daily life, in the same way as physical health.• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

TOPIC	PUPILS SHOULD KNOW
<i>Internet safety and harms</i>	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • 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. • 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. • Why social media, some computer games and online gaming, for example, 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. • Where and how to report concerns and get support with issues online.
<i>Physical Health and Fitness</i>	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
<i>Healthy Eating</i>	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
<i>Drugs, Alcohol and Tobacco</i>	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

TOPIC	PUPILS SHOULD KNOW
<i>Health and Prevention</i>	<ul style="list-style-type: none"> • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination.
<i>Basic First-Aid</i>	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
<i>Changing adolescent body</i>	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3: Parent form: withdrawal from sex education within RSHE

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			