MORLEY
PRIMARY SCHOOL

Relationships, Sex and Health Education Policy

May 26



Policy Review Sheet

Morley Primary School

	Version	Date	Minute No.
Approved by Governors	1	Jan 14	06/01/14
Reviewed by Governors	2	Jan 17	404
Reviewed by Governors	3	Nov 19	804
Reviewed by Governors	4	Mar 21	03/15.33
Reviewed by Governors	5	Mar 22	03/28.33
Reviewed by Governors			
Reviewed by Governors			
Reviewed by Governors			
Reviewed by Governors			
Reviewed by Governors			

Introduction:

This policy is for the information of staff, governors, parents/guardians and all those concerned with the learning and welfare of the children at Morley Primary School.

Relationships Education and Health Education are taught in this school as statutory subjects. Elements of sex education, though non-statutory are also part of an integrated PSHE programme of work. Where we teach about human reproduction (sex education), we do so in line with the principles and approach of the 2025 Relationships, Sex and Health Education (RSHE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools.

For the purpose of this policy, "relationships and sex education" is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. We will refer to Relationships, Sex and Health Education (RSHE) as combined subjects, as any learning about the physical and sexual aspects of growing up is taught in the context of positive healthy relationships.

For the purpose of this policy, "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.

At Morley Primary School we believe that effective Relationships, Sex and Health Education (RSHE) is essential for young people to make responsible and well-informed decisions about their lives and to safeguard young people. The RSHE programme is integrated as part of the PSHE curriculum (see separate PSHE policy).

This school policy is in line with current regulations from the Department of Education (DfE) on Relationships Education, Relationships and Sex Education and Health Education (July 2025).

Aims

The aim of RSHE at Morley is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their health and wellbeing.

We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy respectful relationships, focussing on family and friendships, in all contexts, including online.

Our programme also aims to support pupils in their personal development with regard to attributes such as kindness, integrity, generosity, respect and honesty. These approaches support our wider work of aiming to shape confident, resilient, and compassionate individuals who are ready to lead, inspire, and thrive in the world of Morley and beyond.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally independent and published research, from a wide range of academic and credible sources in the UK and internationally, demonstrate that RSHE contributes to improved physical and mental health for children and young people. It is, therefore, essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

See *Relationships and Sex Education: The Evidence on the sexeducationforum.org.uk*

What does relationships and sex education (RSE) aim to achieve? Developmentally appropriate RSE aims to:

• Help children and young people to understand and take care of their physical health;

• Improve children and young people's emotional well-being and mental health;

• Safeguard children and young people by supporting them to report harmful behaviour, including online;

• Inform children and young people of their rights and responsibilities in society, leading to greater community cohesion and appreciation of independence and interdependence within relationships;

• Develop emotional intelligence and critical thinking skills, including around gender equity and power dynamics in relationships;

• Reduce harmful behaviour, including sexual violence and relationship abuse, stigma and discrimination;

• Help children and young people to develop positive relationships with themselves and others, based on respect and equality.

Teaching and Learning and Curriculum coverage

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

As a school we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of our PSHE (Personal, Social and Health education) lessons. The programme we use is Jigsaw and it seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

PSHE, which includes RSHE, will be taught both as a timetabled discrete subject and through other appropriate cross-curricular links. Any issues arising that are related to the topics covered by these lessons will be addressed by the class teacher through stand-alone lessons.

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found in *Appendix 1*. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition (e.g. nuclear, single -parent, foster, adoptive, same-sex, multi-heritage and step) and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.

Term	Puzzle	Key Content
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2, human reproduction (where taught as sex education).

Adapting Jigsaw for Our School Community
Whilst we follow the Jigsaw programme, we recognise that our children, families and context have specific needs and characteristics. Our PSHE lead and class teachers carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, considering:

- The specific needs, experiences and developmental stages of pupils in each class
- Pupil voice - gathered through feedback within lessons, informal discussions with children, school council discussions, pupil surveys and class discussions
- Local context and community considerations
- Feedback from parents, pupils and staff
- Our school's distinctive values and ethos

Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leadership, and with reference to statutory requirements. Parents and carers are informed about significant adaptations, particularly where these relate to sensitive content.

Teaching of Sex Education
Sex education is not compulsory in primary schools; however, the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes adolescence brings and understand how human life begins. This is distinct from the statutory Health Education content about puberty and menstruation, and from science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.

The Jigsaw lessons in the Changing Me Puzzle for Year 5 and 6 contain one lesson on non-statutory sex education content:

Year 5: Conception
Year 6: Babies: Conception to Birth
These are the only lessons that parents can request to withdraw their child from.
We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.

Science Curriculum

The teachers inform children about males and females and how a baby is born.

In Key Stage 1, we teach children that animals, including humans, produce offspring, which grow into adults, and we also teach them about the main parts of the body.

In Key Stage 2, we teach about life processes including reproduction and the main stages of the human life cycle, in greater depth.

Teaching children about puberty is now a statutory requirement:

- *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.*

Within Jigsaw this is taught as part of the Changing Me Puzzle (unit).

To ensure menstrual wellbeing the school has period products available and provides menstruation bins. For more information on how the school approaches Period Dignity Education see separate policy.

RSHE is taught using:

- A wide range of teaching and learning methods to ensure pupils' full participation and development of skills.
- A safe learning environment is in all PSHE lessons including the ground rules encompassing: 1) we will not ask personal questions 2) we have a right to pass if we don't want to comment 3) We agree to join in and make positive contributions 4) We will listen to each other without interruption.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe.
- The correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress.
- Science as stipulated by the National Curriculum.
- Assemblies.
- The provision of appropriate leaflets and other information sources.
- Targeted intervention, where appropriate, with vulnerable individuals.
- Delivery in response to incidents.

The vocabulary used throughout the Jigsaw scheme can be seen in *Appendix 2*.

Confidentiality and child protection

It is inevitable that effective RSHE which allows for open discussion to take place may lead to disclosures from pupils. It is essential that those teaching RSHE are completely familiar with the child protection procedures. Pupils disclosures or suspicion of abuse must be followed up with the pupil concerned, that same day and referred to the

designated safeguarding lead, and if not present their deputy. They will deal with these disclosures or suspicions in line with the child protection policy.

Equal Opportunities

Morley Primary School believes that Relationships and Health Education should meet the needs of all pupils. Our school is committed to the provision of Relationships Education and Health Education to all pupils and the differing needs of boys and girls. All staff are expected to give every pupil the chance to experience and participate in a comprehensive understanding of Relationships and Health Education.

Pupils with SEND have the same opportunities and access to learning as pupils without SEND and, if necessary, activities will be adapted and outcomes differentiated to facilitate inclusion. There are times when some children will find it hard to learn in a busy classroom so may take part in small group or 1:1 activity in a quieter, less stimulating space. Staff are very aware of children's emotional needs and this is taken into consideration when planning provision for children with SEND.

Equal time and provision will be allocated for all groups and the planning and organising of teaching strategies will be consistently reviewed e.g. through lesson observations to ensure that no pupil is disadvantaged.

Roles and responsibilities:

The governing board

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

The Head teacher

The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body and parents/carers.

The PSHE Coordinator

- The PHSE coordinator is responsible for coordinating RSHE as part of PSHE
- All teaching staff deliver taught sessions on RSHE
- All support staff will have relevant training on RSHE issues as and when needed to support pupils with RSHE issues.
- The PHSE coordinator organises RSHE to be taught within PHSE lessons and provides teachers with long, medium term plans. Using the Jigsaw documentation. Teachers use their own discretion to deal with RSHE matters as they arise.
- External agencies are used to provide pupils with a diverse and broader learning experience, utilising expertise of RSHE professionals. Some external agencies include: NSPCC

The School Staff

- Delivering RSHE content in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils

The Pupils

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

Dealing with questions

Sometimes an individual child will ask an explicit or difficult question in the classroom.

• Questions do not have to be answered directly and can be addressed later. Individual teachers will use their skill and discretion in these situations and refer to the PSHE coordinator if necessary.

• Teachers will establish clear parameters about what is appropriate and inappropriate in a whole class setting.

• Teachers will set the tone by speaking in a matter-of-fact way so pupils discuss issues in a way which reduces embarrassment and models sensible discussion.

• If a question is too personal the teacher should remind the pupil of the ground rules. No one [teacher or pupil] should be expected to answer a personal question.

• If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. If a teacher is concerned that a pupil is at risk of sexual abuse then the usual child protection/safeguarding guidelines will be followed.

• Teachers are careful not to be drawn into providing more information than appropriate to the age of the child.

Policy development process

This policy was formulated in consultation with the whole school community with input from;

- Members of staff – through regular agenda items at staff meetings, consultation documents, surveys
- Governors – discussions at governors' meetings, training

- Parents/carers – parents contribute by taking part in written consultations, parent meetings
- Children – pupils contribute to the development of the policy through the school council, class discussions etc.
- Other partners – visiting external providers in school; health, police, wider community, faith groups

This ensures that the RSHE (Relationship, Sex and Health Education) curriculum continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance

The Policy is available in alternative formats and languages:

Online at - https://www.morley.derbyshire.sch.uk

Or

as a paper version from the school office, if digital access is limited.

Parental Engagement

We recognise the prime role of parents/carers in the development of their child's physical and mental health and in enabling their children to grow and mature and to form healthy relationships. We work in active partnership with parents/carers to provide opportunities for parents to understand and ask about the school's RSHE provision. The school will ensure that parents/carers are:

- aware of the school's approach and rationale for RSHE through the policy.
- involved in the review of the RSHE policy. (Parent governor).
- made aware of the school's RSHE curriculum; and encourage them to support their child's learning at home through shared learning activities, as appropriate.
- Given an access code at the start of the Summer 2 term so they can access the planning on Jigsaw.

We are committed to ensuring that the education provided to pupils in relationships education / RSHE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010.

We recognise, in accordance with statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSHE (other than sex education in the National Curriculum as part of Science -see page 6), but not from relationships and health education. At Morley Primary School parents wishing to exercise this right must initially do so in writing to the Head Teacher and then attend a meeting to discuss concerns. If withdrawal is agreed then we will make reasonable adjustments and provide suitable work for their child(ren) at this time.

See *Appendix 3* for the Department for Education guide for parents.

Monitoring and Assessment

The PHSE coordinator will monitor the impact of the RSHE teaching using

- the annotated planning notes from teachers
- work produced by pupils in workbooks
- pupil and staff voice feedback
- usage of the 'Morning Wellbeing Check In' (a system for the children to express how they are feeling at the start of the day (and if needed during the day) so the school staff can respond and support promptly
- Analysis of the cases recorded on 'My Concern' (school safeguarding system)

This evaluative process will enable the PSHE co-ordinator to further strengthen and develop the scheme of learning as necessary; identify staff training and support needs; and ensure that pupils are progressing towards meeting the requirements of the statutory RSHE learning outcomes and the wider school PSHE objectives.

Useful document

● DfE 2025, Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

● SEND Code of Practice

● Relationships Education

● Safeguarding: NSPCC PANTS rule with film.

The Head Teacher and PSHE coordinator will review this policy yearly. Any amendments will be presented to the Governing body.

Appendix 1

Relationship Education

By the end of primary:

Families and people who care for me Curriculum content: 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as 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. 3. That the families of other children, 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. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. 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 Curriculum content: 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Primary health and wellbeing: content to be covered by the end of primary

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who 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).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting 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.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. 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).

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 2

Vocabulary used by 'Jigsaw'

Reception	Y1/2	Y3/4	Yr 5/6
• Eye • Ear • Knee • Finger • Foot • Mouth • Nose • Stomach • Eyebrow • Arm • Tongue • Toe • Forehead • Chest • Hand • Leg	• Male • Female • Penis • Testicles • Vulva • Vagina • Anus • Public • Private • Appropriate touch	• Male • Female • Uterus • Womb • Puberty • Breasts • Testicles • Scrotum • Pubic hair • Sperm • Penis • Ovaries • Egg • Ovum/Ova • Vagina • Vulva • Genitals • Menstruation • Menstrual Cycle • Periods • Menstrual pads • Menstrual Cup • Pant Liner • Period Pants • Tampons • Fallopian Tube • Hormone	• Puberty • Menstruation • Periods • Menstrual towels • Menstrual pads • Menstrual cups • Tampons • Ovary/ Ovaries • Vagina • Oestrogen • Vulva • Womb/Uterus • Hormones • Sperm • Semen • Testicles/Testes • Scrotum • Erection • Wet dream • Larynx • Facial hair • Growth spurt • Hormones • Testosterone • Relationships • Conception • Making love • Sexual intercourse • Fallopian tube • Fertilisation • Pregnancy • Embryo • Umbilical cord • Contraception • Fertility treatment (IVF) • Foetus • Placenta • Labour • Contractions • Cervix • Midwife

Appendix 3

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.