



St Michael's
C.E. Primary School

Personal, Social, Health and Economic Education (PSHE), Relationships Education, Sex Education and Health Education

Last reviewed: July 2026
Next review due: July 2027



"Courage to Flourish in the Love of God"

Our Theologically Rooted Christian Vision



Courage to Flourish in the Love of God

"I have come that [you] may have life, and have it to the full" (John 10:10)



*"Be strong and courageous... the Lord your God will be with you
wherever you go." (Joshua 1:9)*

These biblical texts underpin our vision summary, 'Courage to Flourish in the Love of God'. Jesus' words from the New Testament describe his desire for everyone to be a full and flourishing version of their created selves, experiencing life in all its vibrant fullness, individually and in community. Our ambition is for everyone to encounter this fullness through the life and work of the school, whatever their background, beliefs or circumstances. God's words to Joshua from the Old Testament illustrate how life, and learning, can be challenging, bringing setbacks and discouragement. These words inspire us to keep on going in those circumstances, confident that God watches over us and walks beside us.

The joining of these biblical texts is meaningful for the particular circumstances of our school community. It gives coherence to our aspirational vision that will grow courage and resilience as enablers of 'life in all its fullness' for everyone. To support our vision, we have seven overarching Christian values:

COURAGE



Phillippians 4:13

"I can do all things
through him who
strengthens me."

HOPE



John 1:5

"The light shines in
the darkness, and the
darkness has not
overcome it."

LOVE



1 Corinthians 13:4-8

"Love is patient and kind...
it does not rejoice at
wrongdoing but rejoices
with the truth."

FORGIVENESS



1 John 1:9

"If we confess our sins,
he is faithful and just
and will forgive us"

TRUST



Proverbs 3:5-6

"Trust in the Lord with all your
heart and lean not on your own
understanding; in all your ways
submit to him, and he will make
your paths straight."

COMMUNITY



Hebrews 10:24

"Let us be concerned for
one another, to help
one another to show
love and to do good."

THANKFULNESS



1 Thessalonians 5:18

"Be thankful in all
circumstances, for
this is God's will for you"

Aims

The aims of Personal, Social, Health and Economic Education (PSHE), including Relationships, Sex and Health Education (RSHE), at our school are to:

- Provide a safe, inclusive and supportive environment in which pupils can ask questions, explore ideas and discuss sensitive issues respectfully and confidently.
- Help pupils develop the knowledge, skills and attributes they need to build healthy, respectful and positive relationships, now and in the future.
- Support pupils to recognise, understand and manage their emotions, develop resilience, self-respect, confidence and empathy, and appreciate the importance of kindness and mutual respect.
- Teach pupils how to keep themselves safe, both offline and online, including recognising healthy and unhealthy relationships, understanding personal boundaries, and knowing how and when to seek help.
- Prepare pupils for the physical and emotional changes associated with growing up, including puberty, in an age-appropriate and scientifically accurate way.
- Promote positive attitudes towards physical health, mental wellbeing, personal hygiene and healthy lifestyles.
- Ensure pupils understand that families and caring relationships may take different forms and are founded on love, care, commitment and respect.
- Teach pupils the correct scientific vocabulary for naming body parts and understanding human growth and development.
- Foster an understanding of equality, inclusion and respect for others, recognising diversity while promoting the values of dignity and respect for all.
- Meet the statutory requirements for Relationships Education, Health Education and the relevant aspects of the National Curriculum for Science, ensuring all teaching is age-appropriate, evidence-informed and responsive to the needs of our pupils.
- Develop pupils' economic wellbeing and financial understanding.
- Prepare pupils to participate positively in their community.
- Raise pupils' aspirations and develop their understanding of careers and the world of work.
- Develop informed decision-making and personal responsibility.
- Prepare pupils for life in modern Britain.

Statutory Requirements

Our wider PSHE curriculum

The school provides a planned and sequenced programme of Personal, Social, Health and Economic education. The programme incorporates statutory Relationships Education and Health Education and supports pupils' personal development, safeguarding and spiritual, moral, social and cultural development.

The curriculum is organised around three interconnected areas:

- relationships;

- health and wellbeing; and
- living in the wider world, including citizenship, economic wellbeing, careers and aspirations.

PSHE is taught through dedicated lessons and is reinforced through science, computing, physical education, collective worship, the wider curriculum and the life and values of the school.

Relationships Education, Health Education and Sex Education

At St Michael's, the curriculum comprises:

- statutory Relationships Education;
- statutory Health Education;
- relevant statutory content from the National Curriculum for Science;
- the wider PSHE curriculum; and
- additional, non-statutory sex education taught in Year 6.

In this policy, “sex education” means the Year 6 teaching about human conception and birth that goes beyond the statutory National Curriculum for Science.

The school provides Relationships Education and Health Education in accordance with the

Relationships Education, Relationships and Sex Education and Health Education

(England) Regulations 2019 and the **Department for Education's statutory guidance**. The school has regard to this guidance when planning and delivering its curriculum.

Relationships Education is compulsory for all pupils receiving primary education. Through an age-appropriate and carefully sequenced curriculum, pupils are taught about:

- families and people who care for them;
- caring friendships;
- respectful relationships;
- online relationships; and
- personal safety and seeking help.

Health Education is also compulsory. The curriculum includes teaching about:

- mental wellbeing;
- internet safety and harms;
- physical health and fitness;
- healthy eating;
- drugs, alcohol and tobacco;
- health and prevention;
- basic first aid; and
- the changing adolescent body, including puberty and menstruation.

The National Curriculum for Science also contains statutory content relating to human development and reproduction. This includes naming the main external parts of the human body, understanding that humans and other animals grow and reproduce, life cycles, reproduction in some plants and animals, and changes experienced during puberty.

PSHE is not a separate statutory National Curriculum subject for maintained primary schools. However, significant elements of PSHE are statutory through Relationships Education, Health Education, safeguarding duties and the National Curriculum for Science. As an academy, the school must also provide a broad and balanced curriculum that promotes pupils' personal development and prepares them for the opportunities, responsibilities and experiences of later life.

At St Michael's:

Relationships Education is the statutory teaching through which pupils learn about families, friendships, respectful relationships, online relationships and personal safety.

Health Education is statutory teaching about physical health, mental wellbeing, internet safety and harms, healthy lifestyles, health and prevention, basic first aid and the changing adolescent body.

Sex Education at St Michael's means the non-statutory Year 6 teaching about human conception and birth that goes beyond the statutory National Curriculum for Science.

Policy development

This policy has been developed in line with the Department for Education's revised statutory guidance, published in July 2025 for implementation from 1 September 2026. It has been reviewed in consultation with staff, pupils and parents or carers and approved by the Local Academy Board. The policy will be reviewed regularly to ensure it remains compliant with statutory requirements and reflects the needs of our pupils.

Curriculum

Our Personal, Social, Health and Economic Education (PSHE), Relationships Education, Sex Education and Health Education curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. PSHE and RSE are delivered using the Kapow scheme of work.

The Kapow PSHE and RSE scheme for Years EYFS-6 has been written to meet the 2025 [Relationships and sex education \(RSE\) and health education statutory guidance](#)

The school has mapped the Kapow PSHE and RSE scheme against the statutory curriculum requirements and supplements or adapts it where necessary. The school remains responsible for ensuring that all statutory content is taught.

Statutory guidance

- Relationships and sex education (RSE) and health education statutory guidance.
- The Equality Act 2010, including duties relating to protected characteristics.
- Keeping children safe in education.

Non-statutory guidance and frameworks

- Teaching online safety in schools.
- Promoting fundamental British values through SMSC.
- Citizenship programmes of study: Key stages 1 and 2 (non-statutory).

Together, these documents outline the expectations for helping pupils stay safe, understand themselves and others, develop healthy relationships and become responsible members of their school and wider community.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils.

We teach sex education to pupils in Year 6, building on pupils' prior learning about human growth and development, including puberty, delivered progressively through the curriculum in Years 4, 5 and 6.

Primary sex education will 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.

Reception provision is delivered through the Early Years Foundation Stage, particularly Personal, Social and Emotional Development.

Delivery of PSHE, Relationships Education, Health Education and Sex Education

Statutory Relationships Education and Health Education, together with the school's additional sex education, are delivered through the wider PSHE curriculum.

Through Kapow's PSHE and RSE scheme of work, learning builds progressively across the key areas of **My healthy self, Connecting with others, The online world, Staying safe, Health protection, Citizenship and Growing up**, with **First aid** in Year 6. Within these key areas, pupils revisit important knowledge and concepts with increasing depth and maturity.

Alongside this, the strands of **self-regulation, managing self, building relationships and critical thinking** show how pupils' personal and social skills develop from Reception to Year 6, supporting them to make thoughtful, informed choices and to thrive in school and beyond.

Statutory teaching about puberty is also delivered through the Year 5 Science curriculum.

In addition to this, our sex education programme includes one lesson in Year 6 covering conception to birth. This lesson builds on prior knowledge from puberty lessons. Parents or carers are able to view lessons and resources during a parent consultation held before these lessons take place and we encourage parents to be open and honest and offer suggestions where they feel necessary. Parents and carers will be informed in advance about the content and timing of puberty and sex education. They may request to view the relevant school-owned curriculum materials, subject to copyright restrictions, whether or not they attend the consultation meeting. As part of the consultation process, the school will offer parents information or guidance to help them discuss the content with their child and reinforce learning appropriately at home.

During Health Education lessons, pupils may sometimes be taught in smaller or single-sex groups where this supports effective teaching and pupil comfort. Decisions will be made sensitively, taking account of individual needs and pupil voice. No pupil will be placed in a group that causes distress, and suitable alternative arrangements will be offered where necessary.

We also consider the emotional needs of children, including children with SEND, and adaptations will be made for those that require some additional emotional support.

The curriculum is reviewed annually and may also be adapted in response to local safeguarding concerns, emerging online risks, changes to statutory guidance or the identified needs of pupils. Any adaptations will remain age-appropriate, evidence-informed and consistent with statutory requirements.

Assessment

Assessment in Personal, Social, Health and Economic Education (PSHE), Relationships Education, Sex Education and Health Education is formative and is used to inform future teaching. Teachers assess pupils' understanding through discussion, observation, questioning and appropriate learning activities.

Pupils are assessed on their knowledge and understanding of the curriculum and their ability to apply learning in age-appropriate situations. Personal beliefs, values, opinions or family circumstances are not assessed or graded.

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

We will give careful consideration to the level of differentiation needed.

Diversity

Kapow's PSHE and RSE scheme has been designed to reflect the diversity of modern society, ensuring all pupils feel respected and represented. Lessons include scenarios featuring a wide range of characters and perspectives, allowing pupils to encounter different cultures, family structures, household situations, neurotypes and economic backgrounds.

This approach helps pupils recognise that everyone's circumstances are different and encourages them to treat others with understanding and respect.

Across the scheme, care has been taken to avoid stereotypes and ensure that resources portray people and communities in a respectful and accurate manner.

When distancing techniques are used, pupils follow a consistent set of diverse characters who grow older alongside them, helping pupils develop familiarity and empathy as they explore situations together.

Teaching will reflect the diversity of families and relationships in modern society, including families with same-sex parents, in an age-appropriate, factual and respectful way. Teaching will comply with the Equality Act 2010 and will not discriminate against pupils or their families. The Christian character of the school will inform teaching while pupils are taught accurately, respectfully and in accordance with the law.

Safeguarding, Confidentiality and Managing Questions

PSHE and RSE are delivered within a safe, respectful and supportive learning environment. At the start of lessons, teachers establish ground rules with pupils to encourage respectful discussion, active listening and consideration of different viewpoints.

Pupils are encouraged to ask questions during lessons. Teachers will answer questions honestly, using language and information that is appropriate to the age and stage of development of the pupils. Where a question is not appropriate to answer in a whole-class setting, or requires further consideration, the teacher may respond at a later time or encourage the pupil to discuss the matter with their parent or carer.

Pupils may ask questions that go beyond the sex education included in the school's curriculum or relate to teaching from which they have been withdrawn. Staff will respond in a way that supports the pupil while remaining appropriate to their age and stage of development. Depending on the question, the teacher may provide a brief factual response, speak to the pupil separately, encourage the pupil to speak to their parent or carer or another trusted adult, or signpost appropriate support. A pupil will not be disadvantaged or prevented from receiving safeguarding support because they have been withdrawn from sex education.

Teachers will not encourage pupils to disclose personal experiences or family circumstances during lessons. If a pupil makes a disclosure that raises a safeguarding concern, staff will follow the school's Child Protection and Safeguarding Policy and report the concern to the Designated Safeguarding Lead (DSL) in line with statutory procedures.

While teachers will respect pupils' privacy, they cannot offer unconditional confidentiality. If a pupil shares information that suggests they or another person may be at risk of harm, staff have a duty to pass this information on to the Designated Safeguarding Lead so that appropriate support can be provided.

Where appropriate, anonymous question boxes or similar strategies may be used to enable pupils to ask questions confidently and safely. Teachers will use their professional judgement to ensure that responses remain factual, balanced, age-appropriate and consistent with the school's values and statutory guidance.

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the requirements of the statutory guidance for Relationships Education, Sex Education and Health Education.
- Would support pupils in applying their knowledge in different contexts and settings.
- Are age-appropriate given: the age, developmental stage and background of our pupils.
- Are evidence-based and contain robust facts and statistics.

- Fit into our curriculum plan.
- Are from credible sources.
- Are compatible with effective teaching approaches.
- Are sensitive to pupils' experiences and won't provoke **distress**.

At St Michael's, we use Kapow PSHE and RSE scheme for our lesson resources. We will make sure that any materials used are appropriate and in line with our legal duties around political impartiality. Teachers adapt the resources to suit the individual needs of the class year on year.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching PSHE and RSHE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

External visitors may enhance and supplement the school's PSHE and RSHE curriculum but do not replace teaching delivered by appropriately trained school staff. Responsibility for the planning, delivery and quality assurance of RSHE remains with the school at all times.

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Roles and responsibilities

The PSHE/RSHE Lead, alongside the Curriculum Lead, is responsible for:

- overseeing the planning and implementation of the combined PSHE and RSHE curriculum;
- monitoring the quality of teaching and learning;
- supporting staff with curriculum planning and professional development;
- reviewing curriculum resources to ensure they remain age-appropriate and compliant with statutory guidance; and
- reviewing this policy in consultation with senior leaders and governors.

The Local Academy Board

The Local Academy Board will approve the Personal, Social, Health and Economic Education (PSHE), Relationships Education, Sex Education and Health Education Policy and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that PSHE and RSHE are taught consistently across the school and for managing requests to withdraw pupils from the school's additional, non statutory sex education.

Staff

Staff are responsible for:

- Delivering PSHE and RSHE in an age-appropriate, sensitive and inclusive way
- Modelling positive attitudes to PSHE and RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents have requested their withdrawal from the school's additional, non-statutory sex education

Staff are expected to deliver the PSHE and RSHE curriculum assigned to them. Staff who have concerns about particular content or require additional support or training should discuss this with the headteacher or PSHE/RSHE Lead.

Pupils

Pupils are expected to engage fully in PSHE and RSHE and to treat others with respect and sensitivity when discussing the topics covered

Parents' right to withdraw

Parents and carers have the following rights regarding withdrawal from the school's additional, non-statutory sex education:

- Parents or carers do not have the right to withdraw their child from statutory Relationships Education, Health Education or any content taught through the National Curriculum for Science.
- Parents or carers have the right to withdraw their child from the school's non-statutory Year 6 sex education lesson covering human conception and birth.
- The headteacher will discuss the request to withdraw with the parent before the lesson;
- In a primary school, the request to withdraw from non-statutory sex education will be granted automatically;
- The discussion and decision will be recorded;
- Withdrawn pupils will receive appropriate, purposeful education during the period of withdrawal.

Complaints

Parents and carers are encouraged to discuss any questions or concerns about PSHE and RSHE with their child's class teacher, the PSHE Lead or the Headteacher in the first instance.

If concerns remain unresolved, complaints will be managed in accordance with the school's Complaints Policy.

Training

Staff receive appropriate training and support to deliver PSHE and RSHE as part of their induction and continuing professional development.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching PSHE and RSE if the school feels necessary.

Monitoring arrangements

Monitoring will include reviewing curriculum planning, pupils' work where appropriate, lesson observations, pupil voice, staff confidence and parental feedback. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by the SLT and PSHE Champion. At every review, the policy will be approved by the Local Academy Board.

This policy and the curriculum overview are published on the school website. A paper copy will be provided free of charge on request. Information can be provided in an accessible format or another language where reasonably required.

Related Policies

This policy should be read alongside the school's:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Online Safety Policy
- SEND Policy
- Equality Information and Objectives
- Anti-Bullying Policy
- Child-on-Child Abuse Policy
- Complaints Policy
- Keeping Children Safe in Education procedures

Appendix 1 - Curriculum Map

Year Group	Unit	Term	Content
Nursery	See Nursery curriculum for links to Personal, Social and Emotional Development		
Reception	Self-regulation: My feelings	Unit 1	Understanding feelings and emotions by recognising emotions, expressing them appropriately and managing strong feelings. Children identify their own and others' emotions and learn positive coping strategies.
Reception	Building relationships: Special relationships	Unit 2	Learning about families, friendships and positive relationships, sharing fairly, recognising strengths and celebrating similarities and differences.
Reception	Managing self: Taking on challenges	Unit 3	Developing perseverance, teamwork, communication, understanding rules and using simple coping strategies.
Reception	Self-regulation: Listening and following instructions	Unit 4	Developing listening skills, communication, following instructions, understanding rumours and truthful communication.
Reception	Building relationships: My family and friends	Unit 5	Exploring friendships, kindness, sharing, teamwork and what makes a good friend.

Reception	Managing self: My wellbeing	Unit 6	Learning about exercise, relaxation, self-care, road safety and healthy eating.
Year 1	My healthy self: How can we look after our emotions?	Autumn 1	Recognising emotions, identifying facial and body clues, understanding rest and enjoyable activities, and managing emotions.
Year 1	Connecting with others: How can I help myself and others feel happy and safe?	Autumn 2	Learning about friendships, family support, respect and resolving disagreements.
Year 1	The online world: How do we spend time online?	Spring 1	Staying safe and respectful online, comparing online and offline activities and responding safely to unsuitable content.
Year 1	Citizenship: How can I help others and the environment?	Spring 2	Caring for others, helping the environment, understanding rules and contributing positively to the community.
Year 1	Health protection: How can I protect myself and others in daily life?	Summer 1	Learning about illness, healthcare, germs, hygiene, emergencies and seeking medical help.
Year 1	Staying safe: How can I stay safe?	Summer 2	Identifying hazards, road safety, dangerous objects, recognising unsafe situations and seeking help.
Year 2	My healthy self: How can we look after our bodies?	Autumn 1	Healthy lifestyles, exercise, sleep, food, hydration, dental care and healthy routines.
Year 2	Connecting with others: How can I build safe, kind and caring relationships with others?	Autumn 2	Families, kindness, bullying, privacy, personal boundaries and trusted adults.
Year 2	The online world: How can we stay safe online?	Spring 1	Safe internet use, recognising trustworthy information and responding safely to online worries.
Year 2	Citizenship: How do people belong to a community and earn money?	Spring 2	Communities, belonging, voting, fairness and understanding money.
Year 2	Growing up: How can we look after and respect our bodies as we grow?	Summer 1	Physical development, privacy, body parts, boundaries and trusted adults.
Year 2	Staying safe: How can I make safe choices in different places?	Summer 2	Safety at home, in public places and around water, and asking for help.

Year 3	My healthy self: How can I take care of my mind and body?	Autumn 1	Emotional wellbeing, healthy habits, sleep, bullying awareness and accessing support.
Year 3	Connecting with others: What helps us feel safe and included?	Autumn 2	Self-worth, friendships, bullying awareness and respectful communication.
Year 3	The online world: How should we communicate online?	Spring 1	Respectful online communication, recognising online bullying and seeking help.
Year 3	Citizenship 1: What rights and responsibilities do we have?	Spring 2	Children's rights, responsibilities, environmental care and local councils.
Year 3	Health protection: How can we prevent illness and injury and respond if they happen?	Summer 1	Hygiene, medicines, vaccines, first aid and calling 999.
Year 3	Citizenship 2: What careers do people choose and why?	Summer 2	Careers, aspirations, equality and challenging stereotypes.
Year 4	My healthy self: How can I make healthy choices?	Autumn 1	Healthy lifestyles, exercise, nutrition, hydration, growth mindset and kindness.
Year 4	Connecting with others: How can we respect each other?	Autumn 2	Respect, trust, friendship challenges, bullying and stereotypes.
Year 4	The online world: How can we decide what to trust online?	Spring 1	Evaluating online information, checking sources and identifying misinformation.
Year 4	Citizenship: How can I spend my money wisely?	Spring 2	Budgeting, value for money and financial decision-making.
Year 4	Growing up: How will my body and emotions change as I grow up?	Summer 1	Puberty, periods, consent, privacy, boundaries and trusted adults.
Year 4	Staying safe: What signs help me recognise what is safe or unsafe?	Summer 2	Personal safety, recognising risks, road safety, water safety and medicines.
Year 5	My healthy self: How can I support my mind and body as I grow?	Autumn 1	Nutrition, physical activity, emotional regulation and seeking support.
Year 5	Connecting with others: Why are healthy relationships important?	Autumn 2	Identity, values, healthy friendships, family relationships and support.
Year 5	The online world: How am I influenced by what I see online?	Spring 1	Advertising, influencers, scams, persuasion and critical thinking.

Year 5	Citizenship 1: How can we make a difference in our communities and beyond?	Spring 2	Community roles, democracy, councillors and Parliament.
Year 5	Growing up: How can I manage the changes to my body and emotions as I grow up?	Summer 1	Puberty, hygiene, periods, kindness, respect and personal boundaries.
Year 5	Citizenship 2: How can we be in control of our money?	Summer 2	Budgeting, borrowing, interest, online spending and gambling awareness.
Year 6	My healthy self: How do my choices today shape my future health?	Autumn 1	Healthy habits, emotions, mindset, lifestyle choices and long-term wellbeing.
Year 6	Connecting with others: What does it mean to stand up for myself and others?	Autumn 2	Boundaries, resilience, stereotypes, discrimination, bullying and seeking support.
Year 6	The online world: How do I feel about the things I see online?	Spring 1	Online wellbeing, healthy technology use and balancing online/offline life.
Year 6	Citizenship: How can we protect everyone's rights?	Spring 2	Human rights, laws, prejudice, discrimination and equality.
Year 6	Staying safe: How can I stay safe as I grow up?	Summer 1	Risk assessment, safe travel, road and water safety and resisting peer pressure.
Year 6	Further First Aid	Summer 2	First aid and emergency response
Year 6	Sexual Reproduction	Summer 2	Conception and birth

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			

TO BE COMPLETED BY PARENTS	
Any other information you would like the school to consider	
Parent signature	

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	