



# Relationships Education and Health Education Policy (RHE)

## Lumley Infant and Nursery School and Lumley Junior School

This policy has been updated in line with current DfE RSHE statutory guidance.

Date policy approved/adopted	July 2021
Next review date	July 2022
Approved by:	
Head teacher	<i>Tracy A. Wilson</i>
Chair of Governors	<i>Mrs. Jean Boyne</i>

## Primary Relationships and Health Education Policy Guidance

### 1. Aims

The aims of Relationships Education and Health Education (RHE) at Lumley Infant and Nursery School are to:

- ✓ Teach children about relationships, including friendships and family
- ✓ Ensure children know the importance of valuing and respecting difference
- ✓ Ensure children know how to keep themselves safe, including physical and mental health
- ✓ Teach children about their rights and responsibilities
- ✓ Ensure all children know they are capable to achieve their goals, developing a positive mindset
- ✓ Equip children with the knowledge of how living things grow and change
- ✓ Teach children the correct vocabulary to describe themselves and their bodies

The aims of Relationships Education and Health Education (RHE) at Lumley Junior School are to:

- ✓ Enable children to have effective interpersonal relationships and develop a caring attitude towards others
- ✓ Ensure children know the importance of valuing and respecting difference
- ✓ Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle
- ✓ Provide children with the knowledge and skills to make informed choices and decisions
- ✓ Help children to understand and manage their feelings, build resilience and be independent, curious problem solvers
- ✓ Prepare children for how they will grow and change as they approach puberty

### Lumley Infant and Nursery School

#### Core Values

The Core Values of Lumley Infant and Nursery School have been designed by pupils, parents and governors and reflect the school's ethos 'Fun to Teach, Fun to Learn'. The Core Values are at the heart of all we do. They are encapsulated in the word:

#### **DREAMS**

*D: is for having determination and dedication*

*R: is for being responsible and resilient*

*E: is for being enthusiastic about learning and having empathy for others*

*A: is for having an aspiration and a positive, caring attitude*

*M: is for being motivated and having good manners*

*S: is for being special and successful.*

## **Lumley Junior School**

### **Core Values**

The Core Values of Lumley Junior school have also been designed by pupils, parents and governors and reflect the school's ethos 'Enjoy and Achieve Together'. The Core Values build upon the foundations made at Lumley Infant School and are at the heart of all we do. They are encapsulated in the word:

### ***ASPIRE***

*A: is for having positive attitudes and ambitions*

*S: is for spirit and being successful*

*P: is for being proud and passionate*

*I: is for being individual, independent and inclusive*

*R: is for being respectful and resilient*

*E: is for having empathy towards others and enthusiasm*

### **This policy was developed in response to:**

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education June 2019)
- Equality Act, 2010
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education – Statutory Guidance, 2018
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)

### **This policy should be read in conjunction with:**

- E-safety/Online Policy
- Accessibility Policy
- Anti-bullying/Behaviour Policy
- Safeguarding Policy (including child sexual exploitation)
- Equality and Inclusion Policy
- Drugs Policy
- Equality Statement
- SEND Information Report

## 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 RHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

## 3. Policy Development:

The engagement and consultation process has involved:

- Regular pupil engagement, via pupil voice
- Parental engagement, carried out remotely
- Review of RHE curriculum content with all staff, via CPD session and teacher voice
- Review of RHE curriculum content with parents and carers, via information leaflet
- Consultation with the wider school community; Education Durham
- Consultation, agreement and implementation of policy by school governors

## 4. Definition

**Relationships Education** is the building blocks of healthy, respectful relationships, focusing on family and friendships, including online. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships.

**Health Education** focusses on teaching the characteristics of good physical health and mental wellbeing. When children are developmentally ready, puberty including menstruation should be covered in Health Education. This should ensure male and female pupils are prepared for changes they and their peers will experience.

Ensuring a focus on Relationships Education and Health Education in Key Stage One and Two prepares children for the study of Relationship Sex and Health Education (RSHE) in secondary school.

## 5. Curriculum

Our curriculum is set out as per **Appendix 1** but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, considering 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.

Lumley Infant and Nursery School and Lumley Junior school believe that RHE should:

- be an entitlement for all pupils in our care
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment
- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life
- tailor content and teaching of RHE to meet the specific needs of pupils at different development stages
- be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law
- ensure children are taught and encouraged to use the correct vocabulary to describe themselves and their bodies (see Vocabulary Progression Grid – [Appendix 2](#))
- be sensitive to the needs of different ethnic, cultural, religious and family groups
- ensure that all pupils, including those with SEND, receive relationships and health education, and we will offer provision appropriate to the needs of all our pupils
- deal sensitively and honestly with regard of sexual orientation and gender identity, answer appropriate questions and offer support

## **Approaches to Teaching and Learning**

Dedicated teaching time is given each week, in all year groups, to focus on one aspect of Relationships Education or Health Education. The fundamental aspects of RHE, are interwoven into all areas of school life and our Core Values are consistently promoted across the school day. Biological aspects of RHE are taught within the science curriculum, and other aspects are included in religious education.

At Lumley Infant and Nursery School. Our Core Values are central to our RHE programme. Core Values are launched on a weekly basis, through a whole school DREAMS Assembly. Teachers have follow-up tasks to complete in class that are centred around the use of a linked text.

At Lumley Junior School, our Core Values are at the heart of the RHE programme. Core values are launched on a weekly basis, through a whole school ASPIRE Assembly. Teachers have follow-up tasks to complete in class, using the SCARF (Safety, Caring, Achievement, Resilience, Friendship) Education Programme.

## **6. Parents' Right to Withdraw**

**Parents do not have the right to withdraw their children from Relationships Education and Health Education.** Parents have the right to withdraw their children from some or all of the Sex Education, that goes beyond the National Curriculum for Science, such as puberty talks. Alternative arrangement and purposeful education would need to be made in such cases.

Parents and carers are encouraged to discuss their concerns or queries with the Head Teacher or RHE Lead at the earliest opportunity. Requests for withdrawal should be put in writing using the form found in [Appendix 3](#) of this policy and addressed to the headteacher.

## 7. Roles and Responsibilities

### ***The governing body***

The governing body have approved the RHE policy, and hold the head teacher to account for its implementation.

### ***The Head Teacher***

The Head Teacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RHE.

### ***RHE Lead***

The RHE Lead and is responsible for:

- Design of the RHE curriculum
- Monitoring and reviewing the delivery of RHE across the school
- Working alongside the ICT Lead to ensure that online safety and appropriate online behaviour is taught in a way that is relevant to pupils' lives across both RHE and Computing
- Ensuring staff receive regular and relevant professional development

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring children's progress
- Responding to the needs of individual pupils

	<b>Lumley Infant and Nursery School</b>	<b>Lumley Junior School</b>
<b>Head Teacher</b>	Mrs T Wilson	Mrs T Wilson
<b>RSE Lead</b>	Mrs L Phillips	Mrs L Bell
<b>Safeguarding</b>	Mrs T Wilson, Mrs L Phillips & Mrs L Brown	Mrs T Wilson, Mrs C Hughes, Mrs C Hodgson & Mrs V Wass
<b>ICT Lead</b>	Mrs E Hunter	Mr W Golding

# Appendix 1

## Relationships and Health Education (RHE) Whole School Progression



	Nursery	Reception	Year 1	Year 2
<b>Me and My Relationships</b>	<p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>I can play in a group with my friends. I can make up ideas for things to do and games to play.</li> <li>I can ask my friends to play with me.</li> <li>I can watch what my friends are doing and join in with them.</li> <li>I talk to and make friends with other children and grown-ups I know.</li> </ul> <p><b>Managing Feelings and Behaviour</b></p> <ul style="list-style-type: none"> <li>I know when I am sad or cross.</li> <li>I know if I shout or say unkind things I might make my friends sad or worried too.</li> <li>I know my friends will want the toys I am playing with and may need help from adults to share.</li> <li>I am beginning to understand that when you are busy I can't always have everything I want.</li> <li>I know that sometimes I can't do things I want to do.</li> </ul>	<p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>I like to talk with my friends and grown-ups and tell them what I know about the things they talk about.</li> <li>I can tell you what I know about things I like to play with or things that I like to do. I ask grown ups and my friends questions to find out more about the things I like.</li> <li>I can help my friends when they fall out or are cross with each other.</li> </ul> <p><b>Managing Feelings and Behaviour</b></p> <ul style="list-style-type: none"> <li>I know that if I take my friend's toy or shout at them they might get upset or cross. When I make my friend upset or cross I might get upset too or I might try to give them a hug.</li> <li>I know what I should do to help me and my friends share things, keep safe and be happy.</li> <li>I am beginning to be able to tell my friends what they could do to help me if they take my toys or make me upset or cross.</li> </ul>	<ul style="list-style-type: none"> <li>I understand classroom rules help everyone to learn and be safe.</li> <li>I can talk about my classroom rules and I am able to contribute to making these.</li> <li>I can identify a range of feelings</li> <li>I recognise how others might be feeling by reading body language and facial expressions and behaviours.</li> <li>I understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy)</li> <li>I can suggest strategies for someone experiencing 'not so good' feelings to manage these.</li> <li>I recognise that people's bodies and feelings can be hurt.</li> <li>I can suggest ways of dealing with different kinds of hurt.</li> <li>I know I belong to various groups and communities such as my family and I know that people in these groups can help me.</li> <li>I can identify simple qualities of friendship.</li> <li>I can suggest simple strategies for making up and suggest simple strategies for resolving conflict situations.</li> <li>I demonstrate attentive listening skills.</li> <li>I give and receive positive feedback, and experience how it makes me feel.</li> </ul>	<ul style="list-style-type: none"> <li>I can suggest actions that will contribute positively to the life of the classroom, such as class rules.</li> <li>I can use a range of words to describe feelings.</li> <li>I can recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>I recognise that people have different ways of expressing their feelings and I respond to other's feelings.</li> <li>I know what is meant by the terms 'bullying' and 'teasing' and show an understanding of the difference between the two.</li> <li>I understand and describe strategies for dealing with bullying.</li> <li>I can explain the difference between bullying and isolated unkind behaviour;</li> <li>I understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> <li>I recognise that friendship is a special kind of relationship.</li> <li>I identify some of the ways that good friends care for each other.</li> <li>I can explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul>
<b>Valuing Difference</b>	<p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>I am interested in how grown-up I know and talk about where they live and what they do.</li> <li>I can remember times that are special to me and talk about them.</li> <li>I can talk about people and times that are special to me and my family and friends.</li> <li>I am interested in the different jobs that grown-ups do.</li> <li>I know that I am special and some things that I do are different.</li> </ul>	<p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>I like to join in with routines, like going shopping, and times that are special to me and my family.</li> <li>I know that my friends might do things differently to me, like eating different food at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover or Chinese New Year.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the differences and similarities between people.</li> <li>I empathise with those who are different from me.</li> <li>I am beginning to appreciate the positive aspects of these differences.</li> <li>I explain the difference between unkindness, teasing and bullying.</li> <li>I understand that bullying is usually quite rare.</li> <li>I can explain some of the school rules and how those rules help to keep everybody safe.</li> <li>I identify some of the people who are special to me.</li> <li>I recognise and name some of the qualities that make a person special to me.</li> <li>I recognise and explain what is fair and unfair, kind and unkind.</li> <li>I can suggest ways I can show kindness to others.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify some of the physical and non-physical differences and similarities between people;</li> <li>I know and use words and phrases that show respect for other people.</li> <li>I can identify people who are special to me and I can explain some of the ways those people are special to me.</li> <li>I recognise and explain how a person's behaviour can affect other people.</li> <li>I can identify people who are special to me and I can explain some of the ways those people are special to me.</li> <li>I can recognise and explain how a person's behaviour can affect other people.</li> <li>I can explain how it feels to be part of and left out of a group.</li> <li>I can recognise and describe acts of kindness and unkindness and I can explain how these impact on other people's feelings.</li> <li>I demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted).</li> </ul>
<b>Keeping Myself Safe</b>	<p><b>Health and Selfcare</b></p> <ul style="list-style-type: none"> <li>I understand that I have to be careful when I am using children's scissors to snip or my knife to spread jam.</li> </ul> <p><b>Self-confidence and Self awareness</b></p> <ul style="list-style-type: none"> <li>Most of the time, I remember to go to the toilet in time and I wipe myself.</li> <li>I am beginning to talk to grown ups I don't know when you are there.</li> <li>I will join in new things when you are with me.</li> <li>I can ask grown ups for help when I need it.</li> </ul>	<p><b>Health and Self Care</b></p> <ul style="list-style-type: none"> <li>I can show you how I use things like scissors, hammers and saws safely so I don't hurt myself or my friends.</li> <li>I can tidy toys away so that I don't fall over them and hurt myself.</li> <li>I can use things like scissors, a hammer and a saw safely without help from a grown up.</li> </ul> <p><b>Self Confidence and Self Awareness</b></p> <ul style="list-style-type: none"> <li>I can tell my friends and grown-ups what I need, what I want, what I like to do and if I like or don't like something.</li> </ul>	<ul style="list-style-type: none"> <li>I understand that the body gets energy from food, water and air (oxygen).</li> <li>I recognise that exercise and sleep are important parts of a healthy lifestyle.</li> <li>I recognise emotions and physical feelings associated with feeling unsafe.</li> <li>I can identify people who can help me when I feel unsafe.</li> <li>I recognise the range of feelings that are associated with loss.</li> <li>I understand that medicines can sometimes make people feel better when they're ill.</li> <li>I can explain simple issues of safety and responsibility about medicines and their use.</li> <li>I understand and know the PANTS rules.</li> <li>I can name and know which parts should be private.</li> <li>I can explain the difference between appropriate and inappropriate touch.</li> <li>I understand that they have the right to say "no" to unwanted touch.</li> <li>I am beginning to be aware of who I can trust and who I can ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>I understand that medicines can sometimes make people feel better when they're ill.</li> <li>I can give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell.</li> <li>I can explain simple issues of safety and responsibility about medicines and their use.</li> <li>I identify situations in which they would feel safe or unsafe.</li> <li>I can suggest actions for dealing with unsafe situations including who I can ask for help.</li> <li>I can identify the types of touch that I like and do not like.</li> <li>I know who I can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>I can identify safe secrets (including surprises) and unsafe secrets.</li> <li>I recognise the importance of telling someone I trust about a secret which makes me feel unsafe or uncomfortable.</li> <li>I can explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop</li> </ul>
<b>Rights and Responsibilities</b>	<p><b>Health and Selfcare</b></p> <ul style="list-style-type: none"> <li>I can wash and dry my own hands.</li> <li>I can tell you when I am hungry and want something to eat or when I am tired and want to have a sleep.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>I know that we have to be careful with animals and plants and remember not to pick the flowers or to stroke the cat gently.</li> </ul>	<p><b>Health and Self Care</b></p> <ul style="list-style-type: none"> <li>I can go to the toilet by myself.</li> <li>I can tell you about different ways of keeping healthy, like washing my hands before I eat my food, having a drink of water when I am thirsty, eating fruit and vegetables and running or jumping.</li> </ul>	<ul style="list-style-type: none"> <li>I recognise the importance of regular hygiene routines.</li> <li>I can sequence personal hygiene routines into a logical order.</li> <li>I identify what I like about the school environment.</li> <li>I recognise who cares for and looks after the school environment.</li> <li>I can explain the importance of looking after things that belong to themselves or to others.</li> <li>I can explain where people get money from and I can list some of the things that money may be spent on in a family home.</li> <li>I can explain the importance of keeping money safe and I can identify safe places to keep money.</li> <li>I understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it).</li> </ul>	<ul style="list-style-type: none"> <li>I can explain, and be able to use, strategies for dealing with impulsive behaviour.</li> <li>I identify special people in the school and community who can help to keep them safe.</li> <li>I know how to ask for help.</li> <li>I can identify what they like about the school environment.</li> <li>I can identify any problems with the school environment (e.g. things needing repair), and can make suggestions for improvement.</li> <li>I can recognise that all of the school community have a responsibility for helping to look after the school environment.</li> <li>I understand that people have choices about what they do with their money, it can be spent on items which are essential or non-essential.</li> <li>I know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</li> </ul>

Being My Best	<p><b>Self Confidence and Self Awareness</b></p> <ul style="list-style-type: none"> <li>I like it when you say things like “well done for eating all your dinner” or “thank you for putting the toys away”.</li> </ul> <p><b>Managing Feelings and Behaviour</b></p> <ul style="list-style-type: none"> <li>I know when I am sad or cross.</li> <li>I know if I shout or say unkind things I might make my friends sad or worried too.</li> <li>I know my friends will want the toys I am playing with and may need help from adults to share.</li> <li>I am beginning to understand that when you are busy I can’t always have everything I want.</li> <li>I know that sometimes I can’t do things I want to do.</li> </ul> <p><b>Listening and Attention</b></p> <ul style="list-style-type: none"> <li>I can stop what I am doing and listen when I hear you talk to me.</li> </ul>	<p><b>Health and Self Care</b></p> <ul style="list-style-type: none"> <li>I like to eat different types of fruit and vegetables.</li> </ul> <p><b>Managing Feelings and Behaviour</b></p> <ul style="list-style-type: none"> <li>I know that if I take my friend’s toy or shout at them they might get upset or cross. When I make my friend upset or cross I might get upset too or I might try to give them a hug.</li> <li>I know what I should do to help me and my friends share things, keep safe and be happy.</li> <li>I am beginning to be able to tell my friends what they could do to help me if they take my toys or make me upset or cross.</li> </ul> <p><b>Listening and Attention</b></p> <ul style="list-style-type: none"> <li>I can listen to what you tell me you want me to do and then I can do it.</li> </ul>	<ul style="list-style-type: none"> <li>I recognise the importance of fruit and vegetables in my daily diet.</li> <li>I know that eating at least five portions of vegetables and fruit a day helps to maintain health.</li> <li>I can select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch.</li> <li>I recognise which foods we need to eat more of and which we need to eat less of to be healthy.</li> <li>I understand how diseases can spread.</li> <li>I recognise and use simple strategies for preventing the spread of diseases. (Catch-it, Kill-it, Bin-it).</li> <li>I recognise that learning a new skill requires practice and the opportunity to fail, safely.</li> <li>I demonstrate attentive listening skills.</li> <li>I can suggest simple strategies for resolving conflict situations.</li> <li>I give and receive positive feedback, and experience how this makes me feel.</li> <li>I recognise how a person’s behaviour (including their own) can affect other people.</li> </ul>	<ul style="list-style-type: none"> <li>I can help myself and others develop a positive attitude that support their wellbeing;</li> <li>I understand and give examples of things they can choose themselves and things that others choose for them.</li> <li>I can explain things that they like and dislike, and understand that they have choices about these things.</li> <li>I understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> <li>I can explain how germs can be spread.</li> <li>I can describe simple hygiene routines such as hand washing.</li> <li>I can explain the importance of good dental hygiene and I can describe simple dental hygiene routines.</li> <li>I understand that the body gets energy from food, water and oxygen.</li> <li>I recognise that exercise and sleep are important to health.</li> <li>I can name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain).</li> <li>I can find out about and describe the basic needs of animals, including humans, for survival: water, food, air.</li> </ul>
Growing and Changing	<p><b>The World</b></p> <ul style="list-style-type: none"> <li>I am beginning to notice changes in things, when bananas turn black when they stay in the bowl for too long or the flowers in the park getting bigger.</li> </ul>	<p><b>The World</b></p> <ul style="list-style-type: none"> <li>I can talk about how things change, like seeds growing into flowers, or how I have changed from being a baby.</li> </ul>	<ul style="list-style-type: none"> <li>I understand some of the tasks required to look after a baby.</li> <li>I can explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</li> <li>I can identify things they could do as a baby, a toddler and can do now.</li> <li>I can identify the people who help/helped me at those different stages.</li> <li>I can identify parts of the body that are private.</li> <li>I can describe ways in which private parts can be kept private.</li> <li>I can identify people I can talk to about my private parts.</li> </ul>	<ul style="list-style-type: none"> <li>I demonstrate simple ways of giving positive feedback to others.</li> <li>I recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</li> <li>I can identify different stages of growth (e.g. baby, toddler, child, teenager, adult).</li> <li>I understand and describe some of the things that people are capable of doing at these different stages.</li> <li>I identify which parts of the human body are private.</li> <li>I understand that humans mostly have the same body parts but that they can look different from person to person.</li> <li>I can explain what privacy means.</li> <li>I know that you are not allowed to touch someone’s private belongings without their permission.</li> <li>I can give examples of different types of private information.</li> </ul>



## Appendix 2

Relationships and Health Education (RHE)  
Key Vocabulary Whole School Progression



	Nursery		Reception		Year 1		Year 2	
<b>Me and My Relationships</b>	head arms leg eyes ears nose mouth teeth hands fingers feet toes knees elbows penis vagina	like feel choose special feel look friends pants vest private	special same different favourite family help friends feelings happy sad kind helpful		rules safe responsibility work together feelings body language emotions safe support behaviour hurt help heal family special people	friendship making up listening	happy safe caring friendly rules feelings showing feelings help bullying teasing repeated regular don't do that friendship	
<b>Valuing Difference</b>	similar different friendship friend family special kind sharing helping feelings		special likes dislikes favourite same different kind unkind family home	kindness friendship new	same different difference respect unkind unkindness tease teasing bully bullying	behaviour rules safe fair special qualities feelings	unique respect feelings behaviour calm aggressive solve special people help cooperate	kindness unkind listening being listened to listen problem kind

<b>Keeping Myself Safe</b>	safe help grown-up tell tummy feelings unsafe safety weather clothing playground car-park pavement paint	scissors glue careful medicines water food air sleep fresh air	clean safe sleep water food air cuddle medicine chemist doctor/nurse grown-up safe unsafe uncomfortable	worried tell adult trust address	energy food water air oxygen exercise sleep healthy dairy fruit vegetables sugar salt cereal meat	sleep rest <u>grow</u> tired feelings worried nervous scared support unsafe emotions loss medicine harmful responsibility	sleep medicine safety safe unsafe feelings worried getting help touch uncomfortable hurt surprise secret tell genitals	penis vagina private private parts consent permission secret trust
<b>Rights and Responsibilities</b>	healthy snacks germs wash fruit vegetables similar different helping family friends	feelings nursery care tidy clean look after	family look after help alone friends responsibility helpful caring environment litter electricity	pollution recycling money shop buy cost pay save	hygiene routine clean environment responsibility needs responsible rules money coin note worth	first aid risk accident danger hazard safe burn scald emergency	responsibility help share take turns listen feelings control erupt safe unsafe uniform ask for help	environment responsibility money spending saving

Being My Best	food water exercise sleep energy challenge encourage keep trying get better at	practice encourage challenge	bounce back encourage try again determination food energy grow healthy fruit vegetables dairy	exercise sleep wash heart muscles routine sleep calm	dairy protein fruit vegetables vitamins portion healthy meat sugar salt cereal	learning practice mistakes confidence achievement praise support encourage feelings behaviour consequences promise	practice encourage goal achieve challenge choose choices healthy unhealthy vaccination injection disease	hygiene germs teeth dental oxygen water food exercise rest food water
Growing and Changing	grow change baby grown-up penis vagina		seasons spring summer autumn winter cycle growing life cycle baby child teenager adult old age	family love care private parts penis vagina	organ heart lungs intestines brain stomach oxygen digested caring love attention change growing unkind	unkindness tease bully bullying witness experience surprise secret uncomfortable privates private penis vagina hygiene	help support supportive change loss feelings emotions nervous growing food rest sleep care learning unique special	penis testicles vagina nipples genitals private privacy consent permission first aid risk accident danger hazard accident emergency

### Sexual Education Vocabulary Progression

#### Nursery to Year Six

	Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>Relationships and Health Education</b>	penis vagina private	penis vagina private parts	penis vagina privates private parts	penis vagina testicles nipples genitals	penis vagina testicles nipples genitals	penis vagina testicles nipples genitals	penis vagina testicles nipples genitals menstrual cycle sanitary towels tampons discharge	pubic hair testicles foreskin eggs sperm wet dreams <b>male</b> <b>reproductive</b> bladder urethra seminal vesicle epididymis penis testicle erection <b>female</b> <b>reproductive</b> eggs ovary uterus endometrium vagina fallopian tube ovary cervix <b>female</b> <b>external</b> labia clitoris urethra anus
<b>Science Curriculum</b>		growth change	mammals	offspring reproduction growth		anus	gender mammals conception maturation relationship gestation period	inheritance DNA genes offspring embryo



### Appendix 3



#### Request to Withdraw from Sex Education

**Parents do not have the right to withdraw their children from Relationships Education and Health Education.** Parents have the right to withdraw their children from some or all of the Sex Education, that goes beyond the National Curriculum for Science, such as puberty talks. Alternative arrangement and purposeful education would need to be made in such cases.

#### **To be completed by parents:**

<b>Name of child:</b>		<b>Class:</b>	
<b>Name of parent(s):</b>		<b>Date:</b>	

**Reason(s) for request to withdraw from Sex Education within Relationships and Health Education:**

**Any other information you would like the school to consider:**

**Parent(s) signature:**

#### **To be completed by the school:**

**Agreed actions following discussion with parent(s):**

**Head Teacher signature**

**RHE Lead signature**

**Parent(s) signature**