

Angram Bank Primary School



RSHE Policy

Responsibility:	Governors & SLT
Date of last review:	Autumn 2023
Date of next review:	Autumn 2025

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Policy Development

Review and Evaluation

At Angram Bank Primary School we follow the Sheffield Primary RSHE curriculum. This has been designed and reviewed through consultations with a wide range of stakeholders across Sheffield.

Our RSHE policy is subject to periodic review and evaluation to ensure its effectiveness in meeting the needs of our pupils. We actively seek feedback from pupils, parents, and staff to make improvements where necessary. Our RSHE curriculum is regularly updated to reflect current laws, health guidelines, and local statistics regarding issues relevant to the community.

This policy has been developed in consultation with staff; including governors and parents. The consultation and policy development process involved the following steps:

Review

- The RSHE lead and headteacher gathered all relevant information from the National Framework and local guidance- Sheffield Primary RSHE curriculum to ensure that our curriculum and policy is suitable for our children and school.

Staff Consultation

- All teaching staff attended training from our RSHE curriculum lead.
- The headteacher, RSHE lead and an assistant head attended the SLT leadership training for the Sheffield Primary RSHE curriculum.
- All teaching staff were given the opportunity to discuss the information from the training and any questions were answered.
- All staff have looked at the policy and made recommendations and agreements to the terms set out in this policy.

Parent Consultation

- Parents were consulted by a letter informing them of the new RSHE curriculum at Angram Bank Primary School.
- We value the input of parents and caregivers in shaping our RSHE curriculum. We provide opportunities for parents to be informed about the content and opt-out options for specific lessons.

Approval

- Once amendments were made, the policy was shared with and approved by governors.

Statutory Guidance and Legislation

The Relationships Education, Relationships and Sex Education (RSHE) and Health Education statutory guidance update (July 2020) and regulations made under sections 34 and 35 of the Children and Social Work Act 2017 make it clear that as of September 2020, the Health Education and Relationships Education for primary age children and the Relationships, Sex and Health Education aspects of RSHE education for secondary age children are now compulsory in all schools.

As a primary school we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017. We follow the National Curriculum and teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Angram Bank Primary School, we teach RSHE as set out in this policy.

Definition of RSHE

RSHE stands for Relationships, Sex, and Health Education. It is a comprehensive educational program that equips children with the knowledge, skills, and values necessary to make informed decisions about their health, relationships, and well-being.

At Angram Bank Primary School, we are committed to delivering a high-quality RSHE curriculum that empowers our pupils with the knowledge and skills to navigate the challenges of the modern world. We believe that by providing comprehensive RSHE education, we are nurturing responsible, respectful, and informed individuals who will contribute positively to society.

Training

At Angram Bank we believe that it is important that all school staff feel comfortable and confident in planning and delivering RSHE.

All teaching staff have received training in line with the Sheffield Primary RSHE curriculum.

The Headteacher, RSHE Lead and SENCO have all attended Senior Leadership Training for the Sheffield Primary RSHE curriculum.

There will be regular professional development training in how to deliver relationships, Health and Sex Education and our RSHE Lead attends up to date training which is then shared with all teaching staff.

Staff can access useful links and resources provided by the Sheffield Primary RSHE curriculum.

Intent, Implementation and Impact

At Angram Bank Primary School, we are committed to providing a safe and inclusive environment where children can learn, develop, and thrive. Our Relationships, Sex, and Health Education (RSHE) curriculum is an essential part of our commitment to nurturing the holistic development of our pupils. At Angram Bank we also encourage children to develop their personal, social, moral and spiritual development through our RSHE curriculum.

Our RSHE curriculum aims to:

1. Promote the physical, emotional, and mental well-being of our pupils.
2. Encourage respectful and positive relationships.
3. Provide age-appropriate and up-to-date information on health, sex, and relationships.
4. Foster self-esteem, self-respect, and respect for others.
5. Equip pupils with the skills to make safe and informed choices.

We implement our curriculum through:

Age-Appropriate Content: We ensure that RSHE lessons are age-appropriate, using materials and content that align with the developmental stage of our pupils.

High-Quality Lessons: Our RSHE curriculum is delivered by trained teachers who follow high-quality teaching methods, encouraging student engagement and participation.

Inclusivity: We recognise the diverse backgrounds and needs of our pupils, and our RSHE curriculum is inclusive, sensitive, and respectful of all cultural and religious perspectives. We ensure that all children, including SEND are included and considered during the planning and delivery of our RSHE curriculum. For individual children with specific needs, the content and sequence of the curriculum is shaped to meet their specific needs at different developmental stages.

See our equality policy for protected characteristics.

The impact of our RSHE curriculum:

1. Pupils will develop feelings of self-respect, confidence and empathy.
2. We continuously assess the implementation and impact of our RSHE curriculum in order to achieve the highest outcomes possible across all year groups.
3. Pupils will be prepared for puberty, giving them an understanding of sexual development and the importance of health and hygiene.
4. Children will become confident individuals who have positive body awareness and an in-depth knowledge of how to keep themselves safe and healthy.
5. Children will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups.

Roles and Responsibilities

The Governors at Angram Bank Primary School have approved the RSHE policy, and hold the Headteacher and RSHE lead to account for its implementation.

The Headteacher and RSHE Lead are responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE.

Individuals responsible for teaching RSHE at Angram Bank Primary School:

<u>Staff Member</u>	<u>Role</u>	<u>Year Group</u>
Andrea Carr	Headteacher	All
Tracey Hotchkiss	Teacher	FS1
Jodie Hotchkiss	Teacher	FS2
Molly Overton	Teacher	Y1
Gemma Bell	Teacher and Assistant Head	Y2
Rebecca Shaw	Teacher	Y3
Katie Whitham	Teacher	Y4
Hayley Matthews	Teacher	Y4
Jack Bunting	Teacher	Y5
Michael Carr	Teacher	Y6
Zoe Heath	SENCo and Assistant Head	

Monitoring Arrangements

The delivery of RSHE is monitored by the Headteacher, RSHE lead and the wider Senior Leadership team through;

1. Teacher conversations
2. Lesson visits
3. Shallow Dives
4. Pupil voice
5. Red planning and assessment book monitoring
6. Up to date with current issues that relate to the safety of the school community and wider community awareness.

Curriculum Overview - EYFS



FOUNDATION STAGE PSED Toolkit 2023

This toolkit has been created to help Foundation Stage practitioners incorporate Personal, Social and Emotional Development (PSED) into their setting and provide a solid foundation for RSHE and PSHE at Key Stage 1.

<u>A</u>	EYFS 2021 – PSED Self-regulation
<u>B</u>	EYFS 2021 – PSED Managing Self
<u>C</u>	EYFS 2021 – PSED Building Relationships
<u>D</u>	EYFS 2021 – Understanding The World People, Culture and Communities
<u>E</u>	General - links, training and further guidance

Curriculum Overview - KS1



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KS1 RSHE Curriculum Sections Overview			
Relationships			Living in the Wider World
Family	Friends	Intimate (KS3+ Only)	Community
What makes a family? Fa1) Who's in my family? Fa2) Do Families always stay the same? Fa3) How should families treat each other? Fa4) When should I say no? Fa5) Who owns my body? I do! Fa6) Are all families the same?	Keeping friendships healthy Fr1) Who is my friend? Fr2) What makes a good friend? Fr3) Should friends tell us what to do? Fr4) How do we stop bullying?	/	Our Communities Anti-discrimination lessons C1) How do we make a happy school? C2) Who lives in my neighbourhood? C3) What makes a boy or a girl? C4) How do I save up to buy something? Online Safety Os1) Screen time [L1] Os2) Personal information [S1] Os3) Online strangers [P1] Os4) Fake News [N1] <i>[The codes in square brackets reference the Sheffield Primary Online Safety Curriculum]</i>

Health and Wellbeing		
Mental Wellbeing	Physical Health	Growing up
Understanding my feelings M1) Where do feelings come from? M2) Who am I? M3) What helps me to be happy?	Staying healthy P1) How do I help my body stay healthy? P2) How do I decide what to eat? P3) How do we stop getting ill? P4) How can I stay safe?	Growing G1) Will I always be a child? (link with science)

Curriculum Overview - LKS2



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LKS2 RSHE Curriculum Sections Overview

Relationships			Living in the Wider World
Family	Friends	Intimate (KS3+ Only)	Community
What makes a family? Fa1) Do Families always stay the same? Fa2) Are all families like mine? Fa3) Are boys and girls the same?	Keeping friendships healthy Fr1) What makes a good friend? Fr2) Are all friends the same? Fr3) Are friendships always fun? Fr4) What is sexism?	/	Our Communities Anti-discrimination lessons C1) How do we make the world fair? C2) Where do you feel like you belong? C3) How can we help the people around us? Online Safety Os1) Online strangers [P1] Os2) Sharing Online [P2] Os3) Friendship Online [S1] Os4) Personal Information [C2] Os5) Digital Media [N1] Os6) Verifying content and echo chambers [N3] <i>[The codes in square brackets reference the Sheffield Primary Online Safety Curriculum]</i>

Health and Wellbeing		
Mental Wellbeing	Physical Health	Growing up
Understanding My Feelings M1) How do I manage my feelings? M2) Are we happy all the time?	Staying healthy P1) How do I keep my body healthy? P2) How do I get a healthy diet? P3) How do I stop getting ill?	/

Curriculum Overview - UKS2

UKS2 RSHE Curriculum Sections Overview			
Relationships			Living in the Wider World
Family	Friends	Intimate	Community
What makes a family? Fa1) Why do some people get married? Fa2) Are families ever perfect? Fa3) Is there such a thing as a 'normal' family?	Keeping friendships healthy Fr1) What makes a close friend? Fr2) Can we be different and still be friends? Fr3) Should friends tell us what to do? Fr4) Why are some people unkind? Fr5) What are stereotypes? Fr6) How do I accept my friends for who they are? Fr7) How do we reduce sexism?	KS3 and above only	Our Communities Anti-discrimination lessons C1) What is prejudice? C2) What is the history of prejudice? C3) What should I do if I encounter prejudice? C4a) How can I be a great citizen? C4b) How can we make positive changes in the world? C5a) Why is money important? C5b) How should I spend my money? C5c) How can I earn money? C6) What makes us feel like we belong? C7) What does it mean to be British? Online Safety Os1) Control and consent [S1] Os2) Protecting our identity [P1] Os3a) Meeting strangers online [P4] Os3b) How do we decide what to share? Os4) Personal Information, terms and conditions [C2] Os5) Analysing Digital Media [N1] Os6) Bias [N2] Os7) Echo Chambers [N5] Os8) Does the internet make us happy? [L1] <i>[The codes in square brackets reference the Sheffield Primary Online Safety Curriculum]</i>

Health and Wellbeing		
Mental Wellbeing	Physical Health	Growing up
Understanding My Feelings M1) Does everybody have the same feelings? M2) Should we be happy all the time? M3) Why do we argue? M4) Who am I?	Staying healthy P1) Is there such a thing as the perfect body? P2) How can I stay fit and healthy? P3) Can I avoid getting ill? P4) Why do some people take drugs? P5) Where should I get my health information? P6) How do I save a life?	Puberty G1) How will my body change as I get older? G2) How will my feelings change as I get older? G3) How will I stay clean during puberty? G4) What is Menstruation? Sexual reproduction Sx1) How do plants and animals reproduce? (Taught through science) <i>(N.B. does not include sexual intercourse)</i> Sx2) Optional unit on sexual reproduction <i>(N.B. Not statutory)</i>

Parents Right to Withdraw

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

Parents **do have** the right to withdraw their children from the non-statutory components of sex education within RSHE. Please see the curriculum overview for the optional topics.

If a parent wishes to have their child withdrawn from sex education, they are required to put the request in writing, addressed to the headteacher. The headteacher will meet face to face to discuss the request with parents, and as appropriate with the child to ensure that their wishes are heard and understood. The purpose of the meeting is to clarify the nature and purpose of the curriculum and understand the reasons for the request for withdrawal.

A record of the meeting will be taken including the final agreed decision, which will be shared with the child's class teacher. Class teachers will ensure appropriate alternative work will be given to pupils who are withdrawn from Sex Education.



Appendix 1: Content and Progression

Key Stage 1 - Long Term Plan		
	Year 1	Year 2
Autumn 1	Os) Password C1	C1) How do we make a happy school? C2) Who lives in my neighbourhood? Os3) Online strangers [P1]
Autumn 2	Fr1) Who is my friend? P1) How do I help my body stay healthy?	Fr4) How do we stop bullying? Os2) Personal information [S1]
Spring 1	M1) Where do feelings come from? P2) How do I decide what to eat? Os) What is the internet? (C2)	Fa2) Do Families always stay the same? Fa3) How should families treat each other? P3) How do we stop getting ill?
Spring 2	Fa1) Who's in my family? Os1) Screen time [L1] Os) Choosing what to do online (L2)	Fa4) When should I say no? Fa5) Who owns my body? I do! G1) How bodies change as we get older (link with science) Os) Accepting messages (C3)
Summer 1	Fr2) What makes a good friend? Fr3) Should friends tell us what to do? Os) Searching Safely (P3)	Os4) Content Creators [N1] M2) Who am I? P4) How can I stay safe? Os) Scary News (N2)
Summer 2	M3) What helps me to be happy? Os) Communicating online (S3) Os) Being kind online (S2)	C3) What makes a boy or a girl? Fa6) Are all families the same? Os) Feeling uncomfortable online(P2)

Appendix 1: Content and Progression

Lower Key Stage 2—Long Term Plan		
	Year 3	Year 4
Autumn 1	Fr1) What makes a good friend? Os1) Online strangers [P1] Os2) Sharing Online [P2]	Fr2) Are all friends the same? Fr3) Are friendships always fun? M2) Are we happy all the time? Os) Password (C5)
Autumn 2	Fa1) Do Families always stay the same? Fa2) Are all families like mine?	C1) How do we make the world fair? C2) Where do you feel like you belong? C3) How can we help the people around us? Os) Copyright (C3)
Spring 1	M1) How do I manage my feelings? P1) How do I keep my body healthy? P2) How do I get a healthy diet? Os) Screen time (L1) Os) Sleep (L2)	Os5) Digital Media [N1] Os6) Verifying content and echo chambers [N3]
Spring 2	Os3) Friendship Online [S1]	Fa3) How should we treat people who are different? Os) Media Bias (N2)
Summer 1	Os4) Personal Information [C2] P3) How do I stop getting ill?	Os) Advertising (C1)
Summer 2	Os) Deciding what is appropriate L3) Os) Suspicious messages (C4)	G1) What is a period?

Appendix 1: Content and Progression

Upper Key Stage 2 - Long Term Plan		
	Year 5	Year 6
Autumn 1	Fa1) Why do some people get married? Fa2) Are families ever perfect? Os1) Control and consent [S1] Os2) Protecting our identity [P1] Os) Passwords (C3)	Os6) Bias [N2] Os7) Echo Chambers [N5] Fr5) What are stereotypes? Fr6) How do I accept my friends for who they are? Os) Online stereotypes (L5)
Autumn 2	Fr1) What makes a close friend? M1) Does everybody have the same feelings? Os) Social media & cyber bullying (S2)	C1) What is prejudice? C2) What is the history of prejudice? C3) What should I do if I encounter prejudice?
Spring 1	Fr2) Can we be different and still be friends? Fr3) Should friends tell us what to do? P1) Is there such a thing as the perfect body? Os) Fake news (N4)	Sx1) How do plants and animals reproduce? (N.B. Taught through science - does not include sexual intercourse) C4) How can I be a great citizen? C5) Why is money important? Os In app purchases and credit cards (C5)
Spring 2	Os3) Meeting strangers online [P4] Os4) Personal Information, terms and conditions [C2] M2) Should we be happy all the time? M3) Why do we argue? Os) Copyright (C4) Os) Protecting images of us online (P2)	P4) Why do some people take drugs? P5) Where should I get my health information? P6) How do I save a life? Os) Inaccurate health information (L3)
Summer 1	P2) How can I stay fit and healthy? P3) Can I avoid getting ill? M4) Who am I? Fa3) Is there such a thing as a normal family? Os) Digital 5 a day (L4)	Os8) Does the internet make us happy? [L1] C6) Who belongs in our country? C7) What does it mean to be British? Os) Verifying information online (N4)
Summer 2	Fr4) Why are some people unkind? Os5) Analysing Digital Media [N1] G4) What is Menstruation? Os) Game rating (L6) Os) Internet advertisements and money (C1)	G1) How will my body change as I get older? G2) How will my feelings change as I get older? G3) How will I stay clean during puberty? Sx2) Optional lesson on sexual reproduction Os) Unhealthy attention (P3)

Appendix 2: RSHE Vocabulary

RSHE Vocabulary	
Key Stage 1	
Lesson title	Vocabulary
Relationships-Family	
Fa1) Who's in my family?	people, roles, change, loss
Fa2) Do Families always stay the same?	change, moving, forever, feelings
Fa3) How should families treat each other?	responsibility, kindness
Fa4) When should I say no?	consent, private, permission
Fa5) Who owns my body? I do!	trusted adult, secret, surprise, worried
Fa6) Are all families the same?	normal, different, religion, culture, gender
Relationships-Friends	
Fr1) Who is my friend?	friend, family, stranger, acquaintance, member of my community
Fr2) What makes a good friend?	kind, sorry, apologise, difference, different, feelings, thoughts, opinions, perfect, team
Fr3) Should friends tell us what to do?	include, exclude, leave out, respect, listening, polite
Fr4) How do we stop bullying?	bullying, physical, emotional, group, disability, minority
Living in the wider world-Community	
C1) How do we make a happy school?	rules, right, wrong
C2) Who lives in my neighbourhood?	community, different
C3) What makes a boy or a girl?	penis, vagina, boy, girl, non-binary
Online Safety	
Os1) Screen Time [L1]	screen, connect, active, creative
Os2) Personal information [S1]	personal, information, private
Os3) Online strangers [P1]	truth, private, personal, information
Os4) Fake News [N1]	internet, information, money, fake

Health and Wellbeing -Mental Wellbeing	
M1) Where do feelings come from?	angry, happy, nervous, scared, sad, calm, surprised
M2) Who am I?	pride, unique,
M3) What helps me to be happy?	feelings, online, offline, activities, hobbies, sleep, physical exercise, indoors, outdoors
Health and Wellbeing -Physical Health	
P1) How do I help my body stay healthy?	exercise, diet, sleep, brushing, teeth
P2) How do I decide what to eat?	diet, healthy, unhealthy, fruit, vegetable, energy, Halal, Kosher
P3) How do we stop getting ill?	teeth, dentist, clean, wash, disease, germs
P4) How can I stay safe?	chemical, medicine, needles, railway, emergency, police, fire brigade, ambulance
Growing Up-Growing	
G1) How bodies change as we get older (link with science) Will I always be a child?	change, age, baby, child, teenager, adult, elderly,

Lower Key Stage 2	
Lesson title	Vocabulary
Relationships-Family	
Fa1) Do Families always stay the same?	foster care, adoption, divorce, break-up, death, grief, illness, disability
Fa2) Are all families like mine?	religion, skin colour, Islam, Muslim, mosque, prayers, represent, discrimination, same sex
Fa3) Are boys and girls the same?	gender, stereotype, sexism bullying, disability, diversity, religion
Relationships-Friends	
Fr1) What makes a good friend?	happy, safe, trust, respect, honesty, kindness, generosity, interests, experiences, support, problems, welcome
Fr2) Are all friends the same?	Ramadan, Islam, Muslim, biological sex (in terms of male and female), same-sex, gay, straight, bullying, discrimination, non-binary, gender

Fr3) Are friendships always fun?	disagreement, positive and negative emotions, perfect, compromise
Living in the wider world-Community	
C1) How do we make the world fair?	rules, laws, government, vote, rights, police, fair, equal, equality
C2) Where do you feel like you belong?	community, citizen, support, belong, adoption, same-sex, gay, straight
C3) How can we help the people around us?	community, responsibility, acts of kindness
Online Safety	
Os1) Online strangers [P1]	strangers, online, deception, social media
Os2) Sharing Online [P2]	personal, information, privacy, stranger, trust
Os3) Friendship Online [S1]	social media, kindness, cyberbullying, friendship, pressure, behaviour
Os4) Personal Information [C2]	personal, information, identities
Os5) Digital Media [N1]	digital literacy, analyse, content, media, headlines, features, tabloid, broadsheet
Os6) Verifying content and echo chambers [N3]	content, media, advertising, fake news, theories
Health and Wellbeing -Mental Wellbeing	
M1) How do I manage my feelings?	responsibility, anger, happiness, nervousness, fear, surprise, sadness, grief, blame, guilt, ashamed, regret, apologise, stress
M2) Are we happy all the time?	feelings, emotions, sadness, depression, anger, happiness, love, self-esteem
Health and Wellbeing -Physical Health	
P1) How do I keep my body healthy?	active, healthy, exercise, food, nutrition, diet, sugar, fat, protein, vitamins, balance
P2) How do I get a healthy diet?	
P3) How do I stop getting ill?	germs, bacteria, virus, hygiene, infection

Growing Up-Growing	
G1) What is a period?	menstruation, periods, vagina

Upper Key Stage 2	
Lesson title	Vocabulary
Relationships-Family	
Fa1) Why do some people get married?	marriage, wedding, ceremony, gay
Fa2) Are families ever perfect?	consent, secrets, surprises, unwanted, fault
Fa3) Is there such a thing as a 'normal' family?	difference, conventional
Relationships-Friends	
Fr1) What makes a close friend?	kindness, friendship, inclusion, transition
Fr2) Can we be different and still be friends?	jealousy, betrayal, different, excluding, including,
Fr3) Should friends tell us what to do?	friendship, boundaries, manipulation tactics, relationship, controlling, consent, dares, peer-pressure
Fr4) Why are some people unkind?	bullying, cyber-bullying, discrimination, insecurities, fear, anger
Fr5) What are stereotypes?	gender stereotypes, male, female, man, woman, sexism
Fr6) How do I accept my Friends for who they are?	Gender, male, female, intersex, non-binary, lesbian, gay, bisexual, transgender, sexual orientation
Living in the wider world-Community	
C1) What is prejudice?	race, racism, segregation, discrimination, prejudice, equality act, gender, sexual orientation, homophobic
C2) What is the history of prejudice?	Race, racism, segregation, discrimination, prejudice, equality act, gender, sexual orientation, homophobic

C3) What should I do if I encounter	race, racism, discrimination, prejudice, equality act, gender, sexual orientation, homophobic
C4) How can I be a great citizen?	citizen, disabled people, disability, community, society, built environment
C5a) Why is money important?	poverty, inequality, privilege
C5b) How should I spend my money?	debt, earn, salary, tax
C6) What makes us feel like we belong?	rights, refugees, asylum seekers, migration, immigrant
C7) What does it mean to be British?	culture, religion, language
Online Safety	
Os1) Control and consent [S1]	control, consent, social media, manipulation, public, private, pressure
Os2) Protecting our identity [P1]	personal, information, identity, protect, privacy, valuable, sensitive
Os3) Meeting strangers online [P4]	Strangers, social media, passwords, manipulation, catfish, deception, vulnerable
Os4) Personal Information, terms and conditions [C2]	personal, information, terms and conditions, social media, advertisement
Os5) Analysing Digital Media [N1]	analyse, digital, media, literacy, headline, broadsheet, tabloid, links, clickbait, compare
Os6) Bias [N2]	
Os7) Echo Chambers [N5]	Echo chamber, bias, groups, viewpoints, propaganda
Os8) Does the internet make us happy? [L1]	social media, anxiety, jealous, insecure, vulnerable, analyse
Health and Wellbeing -Mental Wellbeing	
M1) Does everybody have the same feelings?	angry, anxious, worried, frustrated, confused, emotional reaction
M2) Should we be happy all the time?	loss, separation, divorce, bereavement, managing impulsivity, restraint, self-control

M3) Why do we argue?	listen, respond, impulsivity conflict, resolve, resolution, triggers, restraint, self-control
M4) Who am I?	identity, emotions
Living in the wider world-Community	
C1) What is prejudice? prejudice?	race, racism, segregation, discrimination, prejudice, equality act, gender, sexual orientation, homophobic
C2) What is the history of prejudice?	Race, racism, segregation, discrimination, prejudice, equality act, gender, sexual orientation, homophobic
C3) What should I do if I encounter	race, racism, discrimination, prejudice, equality act, gender, sexual orientation, homophobic
C4) How can I be a great citizen?	citizen, disabled people, disability, community, society, built environment
C5a) Why is money important?	poverty, inequality, privilege
C5b) How should I spend my money?	debt, earn, salary, tax
C6) What makes us feel like we belong?	rights, refugees, asylum seekers, migration, immigrant
C7) What does it mean to be British?	culture, religion, language
Online Safety	
Os1) Control and consent [S1]	control, consent, social media, manipulation, public, private, pressure
Os2) Protecting our identity [P1]	personal, information, identity, protect, privacy, valuable, sensitive
Os3) Meeting strangers online [P4]	Strangers, social media, passwords, manipulation, catfish, decep- tion, vulnerable
Os4) Personal Information, terms and conditions [C2]	personal, information, terms and condi- tions, social media, advertisement
Os5) Analysing Digital Media [N1]	analyse, digital, media, literacy, headline, broadsheet, tabloid, links, clickbait, compare
Os6) Bias [N2]	

Os7) Echo Chambers [N5]	Echo chamber, bias, groups, viewpoints, propaganda
Os8) Does the internet make us happy? [L1]	social media, anxiety, jealous, insecure, vulnerable, analyse
Health and Wellbeing -Mental Wellbeing	
M1) Does everybody have the same feelings?	angry, anxious, worried, frustrated, confused, emotional reaction
M2) Should we be happy all the time?	loss, separation, divorce, bereavement, managing impulsivity, restraint, self-control
M3) Why do we argue?	listen, respond, impulsivity conflict, resolve, resolution, triggers, restraint, self-control
M4) Who am I?	identity, emotions
Health and Wellbeing -Physical Health	
P1) Is there such a thing as the perfect body?	body image, self-esteem, unrealistic, expectations, insecurity
P2) How can I stay fit and healthy?	
P3) Can I avoid getting ill?	oral hygiene, flossing, tooth decay, plaque
P4) Why do some people take drugs?	drugs, illegal, alcohol, tobacco, cigarettes, addictive, addiction
P5) Where should I get my health information?	Verify, misinformation, fake news, genuine, accurate,
P6) How do I save a life?	danger, hazard, environment
Growing Up-Growing	
G1) How will my body change as I get older?	puberty, testicles, penis, Adam's apple, erection, ejaculation, vagina, vulva, clitoris, discharge, menstruation, period, wet dream
G2) How will my feelings change as I get older?	hormones, moods, anxiety, insecurity, self-conscious, risk

G3) How will I stay clean during puberty?	hygiene, sweat glands, smegma, genitals, bacteria, essential, luxury, poverty
G4) What is Menstruation?	menstruation, menstruator, periods, vagina, vulva, ovaries, ovum, hormones, uterus
Sexual reproduction Sx1) How do plants and animals reproduce? (Taught through science) (N.B. does not include sexual intercourse)	



Appendix 3: Parent withdrawal from the Sex Education within RSHE

		ANGRAM BANK PRIMARY SCHOOL Kinsey Road, High Green, Sheffield, S35 4HN Telephone: 0114 2848553/Fax: 0114 2846894 Headteacher: Mrs Andrea Carr	
TO BE COMPLETED BY PARENT/CARER			
<u>Name of Child:</u>		<u>Class:</u>	
<u>Name of Parent:</u>		<u>Date:</u>	
Reason for withdrawing from sex education within Relationships, Health and Sex education:			
Any other information you would like the school to consider:			
<u>Parent Signature:</u>			
TO BE COMPLETED BY SCHOOL			
Agreed actions from discussion with parents:			
<u>Headteacher Signature:</u>			