

# Whitby Heath Primary School



## RSE and PSHE Policy

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<b>Chair of Governors</b>	Mr N Lacey

## Whitby Heath RSE and PHSE Policy 2023-24

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### Intent

## **1. Aims**

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Teach in a differentiated and appropriate manner to reflect the different genders, those with different sexual orientation including transgender and the different ages and levels of maturity of the pupils being taught.

- Enable young people to make responsible and well-informed decisions about their lives.
- Be firmly rooted within PSHE and the curriculum.
- Be part of lifelong learning about physical, moral and emotional development.
- Enable children to develop an understanding of the importance of a stable family life, stable and loving relationships, respect, love and care.
- Teach appropriately about sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

In addition, the wider personal, social, health and economic (PSHE) and Emotional health and Wellbeing curriculum aims to:

- Enable children to become healthy, independent and responsible members of their community and the wider society.
- Encourage our pupils to play a positive role in contributing to the life of the school and the wider community.
- Help develop their sense of self-worth, identity and confidence.
- Teach them how society is organised and governed.
- Ensure that they experience the process of democracy in school through the election and membership opportunities provided through School Council, class and whole school roles and responsibilities.
- Encourage children to foster an understanding of the economic responsibilities of adults around them.
- Foster positive relationships with their peers and families.
- Teach them how to stay safe and healthy in an age appropriate and differentiated way.
- Create positive mental wellbeing culture in which children build resilience, self-esteem, and character.
- Provide children with a mindfulness 'toolbox' enabling children to manage everyday stresses.

## 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](#).

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 RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Under the legal duties of the [2010 Equality Act](#) we will ensure that where appropriate, all protected characteristics will be recognised and acceptance taught as an embedded aspect in all we do including: disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation including homosexual, bi-sexual and transgender.

At Whitby Heath Primary School we teach RSE as set out in this policy.

## 3. Policy development

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

1. Review – our RSE Lead researched and gathered all of the relevant information, including current and relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Pupil consultation – we investigated what exactly pupils want from their RSE curriculum via school ambassadors.
4. Parent/stakeholder consultation – parents and any interested parties were invited to offer feedback about the policy.
5. Ratification – once amendments were made, the policy was shared with governors and ratified in March 2021.
6. Further review, update and ratification was carried out in Spring term 2023 with further review in the Autumn to combine with the PSHE policy.

## 4. Definition

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

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

### Implementation

- Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances.
- Learners will be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others with a view to preventing and removing prejudice.
- Sex and relationship education will contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and preparing pupils for the opportunities, responsibilities and experiences of adult life.
- Sex and relationship education will not encourage early sexual experimentation. It should teach young people to understand human sexuality including different sexual orientations, transgender issues and to respect themselves and others.
- It will enable young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills which are particularly important today because of the many different and conflicting pressures on young people.
- There will be a graduated, age-appropriate programme of sex and relationship education. Teaching methods will take account of the developmental differences of children.

## 5. Content and delivery

### 5.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Our RSE 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, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1 and overview of what children must learn by the of KS2 in Appendix 2.

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year group.

For Emotional Health and Wellbeing, please see the attached myHappymind program outline.

## 5.2 How we teach PSHE

- PSHE lessons will take place weekly through either specific PSHE sessions or through our My Happy Mind curriculum (please see Appendix 3 and 4 for more information about myHappymind).
- Some aspects of our PSHE curriculum will be taught in other subject areas such as science or PE (health) or through computing (e-safety). There will also be relevant content included in whole school events such as assemblies.
- The curriculum will primarily be delivered by teaching staff in school, though on occasion, specialist health or other professionals from relevant organisations may be brought in as visitors to school to enhance and enrich the delivery of the curriculum.
- All pupils will have access to age-appropriate delivery of the PSHE and the Emotional Health and Wellbeing curriculum, regardless of ability or special educational needs and/or disability, through appropriately differentiated lessons and resources.
- All staff will receive training in how to approach controversial or sensitive topics. To support this, high quality resources are used that are quality assured by the PSHE association.
- Assessment will be carried out throughout lessons using benchmarking activities and targeted, age-appropriate questioning. This will be monitored internally to ensure that teaching meets the appropriate standard and is consistent across school.
- Children's progress in PSHE and Emotional Health and Wellbeing will be monitored in class and reported to parents as appropriate.

## 5.3 How we teach RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained professional from a community interest company with a focus on how children's bodies will change as they grow up.

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

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

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **6. Roles and responsibilities**

### **6.1 The governing body**

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

### **6.2 The headteacher**

The headteacher is responsible for ensuring that RSE and PSHE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory] components of RSE (see section 7).

### **6.3 RSE/PSHE Coordinator and strategic Wellbeing Team**

The RSE/PSHE coordinator at Whitby Heath is Mrs G Beach and she is responsible for:

- Planning and coordination of the RSE curriculum ensuring coverage in-line with that required by the National Curriculum.
- Planning and coordination of the PSHE and Wellbeing curriculum ensuring coverage in-line with that required by the National Curriculum.
- Providing training for staff to ensure consistent and age-appropriate delivery of the curriculum.
- Monitoring and supporting staff in the delivery and assessment of the curriculum.
- Working as part of the Wellbeing team to ensure that all areas within the remit of this policy are implemented and impact monitored.

### **6.4 Staff**

Staff are responsible for:

- Delivering RSE, PSHE and Wellbeing curriculum in a sensitive way
- Modelling positive attitudes to RSE, PSHE and Wellbeing
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

## 6.5 Pupils

Pupils are expected to engage fully in RSE, PSHE and Wellbeing session. When discussing issues related to RSE, PSHE and mental health, they are expected to treat others with respect and sensitivity.

## 7. Parents' right to withdraw

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

Parents have the right to withdraw their children from the [non-statutory] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 5 of this policy and addressed to the headteacher. There will then be opportunity to discuss this with either the headteacher or the RSE coordinator so that any concerns can be discussed fully and an informed decision can be reached.

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

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

## 8. Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

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

## 9. SEND and Inclusion

At Whitby Heath we have high expectations of all our pupils. However, we recognise that for some pupils, additional support is needed to ensure they can access tasks and retain key learning. Tasks are adapted or scaffolded to ensure that they provide suitable challenges that focus on the learning in RSE and PSHE and remove any barriers to learning. Teachers use their pupil passports and appropriate assessments to help inform their planning. This way, a person-centered approach ensures progress is made and learning is personalised.

We want all learning to support independence wherever possible. Teachers will plan lessons so that pupils with SEND are able to successfully access the key content of the RSE and PSHE curriculum and ensure that no ceiling is placed on their learning and what they can achieve. Promoting independence, we allow the children to feel a sense of equality and belonging in their classroom environment.

Where appropriate, the following strategies could be used for pupils with SEND:

#### Task Adaptation

- Opportunities for overlearning key knowledge.
- Technology used for recording information.
- Use of concrete resources.
- Voice recordings or pictorial representations of step-by-step instructions.
- Voice recordings or pictorial representations of responses.
- Screen shots and photographs.
- Voice recordings.
- Peer support in articulating own views and opinions.

#### Scaffolding

- Modeling specifically for a small group of children.
- Vocab mats highlighting specific vocabulary for a task.
- Broken down instructions for a task.
- Sentence stems from board/worksheet.
- Task organizer.
- Use of concrete resources.
- Further questioning.
- Additional focused explanations.
- Precision teaching of key knowledge.
- Additional oracy opportunities.
- Peer support.

Many aspects of the PSHE and RSE curriculum are already well adapted to some learners with additional needs as there is less of a requirement for written responses and focus is on discussion. However, there are still children for whom this presents a challenge who must be considered during planning.

#### Higher Attainers

Opportunities for higher attainers to take learning deeper are planned throughout the curriculum. Open ended tasks and high quality first teaching ensure that learning is taken deeper. Enrichment opportunities are planned throughout the year for further opportunities to discuss topics covered in RSE and PSHE allowing pupils to share more widely and deepen their own and others' understanding.

#### Impact

Effective sex and relationship education will be achieved through a whole-school approach, which will ensure that the school's policy and educational programme is tailored to the age and the physical and emotional maturity of the children. Staff will be given appropriate training and support to carry out their work sensitively.

## **10. Monitoring arrangements**

The delivery of RSE and PSHE is monitored by the RSE/PSHE coordinator, Mrs G Beach through:

- Learning walks
- Pupil voice
- Book scrutiny
- Planning scrutiny

Pupils' development in RSE and PSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs G Beach, the RSE coordinator, annually. At every review, the policy will be approved by the governing body and the headteacher.

The delivery of myHappyMind is monitored by the Wellbeing Team, which includes Mrs E Batey through:

- Learning walks
- Pupil voice

Pupils' development in Emotional Health and Wellbeing is monitored by class teachers as part of our internal assessment systems.

## **11. Links with other policies**

- SMSC policy
- Safeguarding policy
- Equality Objectives and Policy

## Appendix 1

### RSE Curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Autumn term	Relationships: <ul style="list-style-type: none"> <li>• The importance of friendships.</li> <li>• Recognising that families are different.</li> <li>• Forgiveness and saying sorry.</li> </ul>	Christopher Winter Project
Year 1	Autumn term	Relationships: <ul style="list-style-type: none"> <li>• Roles of different people; families; feeling cared for.</li> <li>• Recognising privacy; staying safe; seeking permission.</li> </ul>	NSPCC – The underwear rule resources (PANTS) Christopher Winter Project
Year 2	Autumn term  Autumn /Spring term	Relationships: <ul style="list-style-type: none"> <li>• Recognising things in common and differences; playing and working cooperatively; sharing opinions.</li> <li>• Making friends; feeling lonely and getting help.</li> <li>• Managing secrets; resisting pressure and getting help; recognising hurtful behavior.</li> <li>• Knowing differences between male and female animals and that new life needs a male and female.</li> </ul> Health and wellbeing <ul style="list-style-type: none"> <li>• Growing older; naming body parts; moving class or year</li> </ul>	Christopher Winter Project

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Autumn 1	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• How can we be a good friend?</li> <li>• Personal boundaries; safely responding to others; the impact of hurtful behavior.</li> <li>• What makes a family, features of family life.</li> <li>• Body differences.</li> </ul>	Christopher Winter Project

Year 4	Autumn term	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Positive friendships, including online.</li> <li>• Responding to hurtful behaviour; managing confidentiality; recognising risks online.</li> <li>• Respecting differences and similarities; discussing differences sensitively.</li> </ul>	Christopher Winter Project
	Autumn / Spring term	<p>Health and wellbeing:</p> <ul style="list-style-type: none"> <li>• Physical and emotional changes; hygiene routines; human lifecycle.</li> </ul>	
Year 5	Autumn term	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• How can friends communicate safely?</li> <li>• Managing friendships and peer influence.</li> <li>• Physical contact and feeling safe.</li> <li>• Physical and emotional changes in puberty.</li> <li>• Responding respectfully to a wide range of people; recognising prejudice and discrimination.</li> </ul>	Christopher Winter Project Health Box

Year 6	Autumn term	<p>My changing body:</p> <ul style="list-style-type: none"> <li>• Human reproduction and birth; increasing independence; managing transition; changes during puberty.</li> </ul> <p>Relationships:</p> <ul style="list-style-type: none"> <li>• Attraction to others; romantic relationships; civil partnership and marriage.</li> <li>• Recognising and managing pressure; consent in different situations.</li> </ul>	Christopher Winter Project Health Box
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## Appendix 2

By the end of Primary School pupils should know -

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>

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

## Appendix 3

### PSHE Curriculum Overview

	Relationships			Living in the world			Health and well being		
	Families and friendship	Safe r'ships	Respecting ourselves and others	Belonging to a community	Media digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Y 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	How rules and age restrictions help us; keeping safe online	Taught all year through computing	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	What rules are; caring for others' needs; looking after the environment
Y 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; hurtful behaviour	Recognising things in common differences; playing/working cooperatively; sharing opinions	Safety in different environments; risk and safety at home; emergencies	Taught all year through computing	what money is; needs and wants; looking after money	Why sleep's important; medicines, health; oral health; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Belonging to a group; roles and responsibilities; being the same and different in the community
Y 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	Taught all year through computing	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places

Y 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	Taught all year through computing	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; personal hygiene routines;	Medicines and household products; drugs common to everyday life
Y 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Personal identity; recognising individuality and different qualities; mental wellbeing	Taught all year through computing	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Protecting the environment; compassion towards others	Keeping safe in different situations, including responding in emergencies, first aid
Y 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Human reproduction and birth; increasing independence; managing transition	Valuing diversity; challenging discrimination and stereotypes	Taught all year through computing	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Expressing opinions and respecting other points of view, including discussing topical issues	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

## Appendix 4

### MyHappyMind overview

#### Our curriculum

The entire myHappyMind program is based in science and research. Each module introduces a new set of content and habits to help children build resilience, self-esteem, confidence and to help them thrive. Narrated by lovable characters who come to life as animated characters on screen, myHappyMind is structured across 5 modules.

#### 1. Meet Your Brain

How does my brain work and how do I look after it?

#### 2. Celebrate

What are my unique character strengths and how can I celebrate them?

#### 3. Appreciate

Why does gratitude matter and how do I develop this as a habit?

#### 4. Relate

How do I build positive relationships and why do they matter?

#### 5. Engage

How do I set meaningful goals that matter to me and keep resilient in times of challenge?

#### Teaching of myHappyMind in school

Children from Reception – Y5 will start the myHappyMind programme in the Autumn term and will have 1 lesson every 2 weeks (children will be taught a PSHE lesson each week that myHappyMind is not taught). Children in Y6 will be taught myHappyMind during the Summer term, due to the content being relevant to transition to high school.

#### Further information about myHappyMind

Building children's resilience, self-esteem and confidence is the only way to truly impact their wellbeing and ultimately happiness. When children have a greater sense of wellbeing they will do better at school, in their relationships and anything they put their mind to. myHappyMind is a science-backed system designed to help develop confident, resilient children.

#### Builds Habits

Engaging both children and parents in a positive dialogue and activities around mental well-being will lead to positive wellbeing habits. All the myHappyMind resources, lessons and activities support the formation of habits both at home and in school.

#### Grounded in positive psychology and neuroscience.

First children are taught the science that underpins this programme and then they are taught about mental wellbeing in a fun and positive way. Rather than focussing on the 'issues or challenges' overtly myHappyMind take a preventative approach by giving children the understanding and tools to cope when times get hard. Research shows that preventative approaches are both more accessible for children and are more likely to lead to lasting change.

#### Fun!

It is time to end the taboo on mental health which is why all myHappyMind's content is delivered with the help of fun characters who not only move and talk on screen but provide a powerful visual cue for the children! By introducing this fun upbeat approach, the impact on children is that this is a fun topic to learn about, not a scary or negative one.

#### Holistic Approach

There is a full Staff Development Program alongside the children's program, which supports staff wellbeing also. Additionally, myHappyMind provides a free parent app so parents can follow the journey with their children and continue to embed the learning at home.

## Appendix 5

Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for request to withdraw 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