



Dringhouses Primary School

Relationships and Health Education Policy

Signature of Chair of Governors

Signature of Headteacher

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Statutory / Non-Statutory

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Statement of intent

At **Dringhouses Primary School**, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

1.2. This policy operates in conjunction with the following school policies

- Child Protection and Safeguarding Policy
- Behavioural Policy
- SEND Policy
- Inclusion Policy
- Equality Policy and Equality Objectives
- Confidentiality Policy
- Social, Emotional and Mental Health (SEMH) Policy
- E-safety Policy

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

2.2. The headteacher and DSL is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensure that staff are aware and suitably trained in the context of safeguarding to deal with sensitive issues relating to safeguarding in the context of this subject, or in terms of concerns about a particular pupil.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.

- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

2.3. The PSHE leader, who's role includes overseeing relationships, sex and health education, is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

2.4. All teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENDCo to identify and respond to individual needs of pupils with SEND.
- Working with the PSHE leader to evaluate the quality of provision.
- In line the DfE's 'Keeping children safe in education', ensure that they know what to do if, as a result of the discussions involved on the teaching of this subject, a pupil informs them of a safeguarding concern.

2.5. The SENDCo is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

3. Organisation of the curriculum

- 3.1. Every primary school is required to deliver statutory relationships education and health education.
- 3.2. For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- 3.3. For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- 3.4. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school’s **PSHE curriculum**.
- 3.5. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ guidance.
- 3.6. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- 3.7. The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs; for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.
- 3.8. We consult with parents, pupils and staff in the following ways:
 - Questionnaires and surveys
 - Meetings
 - Training sessions
 - Newsletters and letters
- 3.9. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by organising a meeting with the headteacher and/or PSHE leader
- 3.10. The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.
- 3.11. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

4. Consultation with parents

- 4.1. The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.
- 4.2. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in [section 3](#) of this policy.
- 4.3. Parents are provided with the following information (found on the school website):
 - The content of the relationships, sex and health curriculum
 - The delivery of the relationships, sex and health curriculum, including what is taught in each year group
 - The legalities surrounding withdrawing their child from the subjects
- 4.4. The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.
- 4.5. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

5. Relationships education overview

Families and people who care for me

- 5.1. By the end of primary school, pupils will know:
 - That families are important for them growing up because they can give love, security and stability.
 - 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.
 - 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.
 - 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.
 - That marriage (civil or religious, available to opposite sex or same sex couples) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

5.2. By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

5.3. By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and 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.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

5.4. By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

5.5. By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

6. Relationships education per year group

- 6.1. The school is free to determine, within the statutory curriculum content outlined in [section 5](#), what pupils are taught during each year group and uses the PSHE Association's Programme of Study based on three core themes; Health and Well-being, Relationships and Living in the Wider World.
- 6.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.
- 6.3. The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school as follows:

<p>Recep</p>	<p><i>Link to Making Relationships and Managing feelings and Behaviour ELGs.</i></p> <ul style="list-style-type: none"> ● Know that families are important for children growing up because they can give love, security and stability – and that others’ families can look different to their own which we respect ● Discuss what makes a friend – characteristics, inclusion (positive and welcoming) and that there are ups and downs to be worked through including being able to play co-operatively with others ● Being able to identify feelings in ourselves and others include pride (self-respect) ● Understand that everyone is different and that is ok - respect ● Know who can help us is we are feeling sad. ● Understanding class and school rules and being able to follow them including the conventions of courtesy and manners. This links to knowledge that in school and in wider society they can be expected to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority <p><i>Within the context of ‘Big Talk’:</i></p> <ul style="list-style-type: none"> ● What sorts of boundaries are appropriate in friendships ● About the concept of privacy ● That each person’s body belongs to them, and the differences between appropriate and inappropriate contact ● How to respond safely and appropriately to adults they may encounter ● How to recognise and report feelings of being unsafe or feeling bad about any adult ● How to ask for advice or help for themselves or others ● How to report concerns and the vocabulary and confidence needed to do so ● Where to get advice
<p>Year 1</p>	<ul style="list-style-type: none"> ● Learn to communicate feeling and recognise how others show feelings. ● Recognise what is fair/unfair, kind/unkind, right/wrong. ● Listen to others, play and work co-operatively including recognising what makes a good friend ● Identify and respect differences and similarities between people. ● Identify their special people, what makes them special and how they care for one another e.g. families ● Recognise when people are being unkind, how to respond, who to tell and what to say including friendships – the normality of falling out and repairing
<p>Year 2</p>	<ul style="list-style-type: none"> ● Recognise that their behaviour can affect other people. ● Recognise differences between nice surprises and secrets, the importance of not keeping any secret that makes them feel uncomfortable. ● Share their opinions and explain their views through discussion. ● Offer constructive support and feedback to others e.g. within the context of friendships ● Revisit respecting similarities/differences between people (including ‘different families, same love’) ● Understand people’s bodies and feelings can be hurt. ● Judge what kind of physical contact is un/acceptable, un/comfortable, and how to respond. Link this with trusted adults and who to tell if you feel unsafe with adults ● Recognise different types of teasing and bullying and understand they are wrong/unacceptable. ● Have strategies to resist teasing or bullying (to them or others), what to do and where to go for help.

Year 3	<ul style="list-style-type: none"> ● Recognise and respond appropriately to a wider range of feelings in others including how important friendships are in making us feel happy and secure, and how people choose and make friends ● Understand the importance of a healthy family life and its characteristics ● Know that their actions affect themselves and others ● Know the concept of privacy and keeping something confidential/secret and when it right to break this including the different types of bullying (including cyber-bullying and its impact) and how to get help ● Understand the rules and principles of keeping safe online ● Understand differences within our wider community and the importance of respecting others, even when they are very different to themselves
Year 4	<ul style="list-style-type: none"> ● Recognise what makes a positive relationship, develop the skills to form and maintain them. Within this understand the characteristics of friendships including truthfulness, kindness, generosity and trust ● Learn that healthy friendships have ups and downs and are positive and welcoming to others ● Know that civil partnerships and marriage are public examples of commitment between 2 people that love each other. Also learn that 2 people who love and care for each other can be in a committed relationship without being married/civil partners. Within these contexts know that sometimes families look different to their own and they should respect those differences ● To understanding nature and consequences of bullying and recognise the types ● Know how to judge if physical contact is un/acceptable and how to respond (each person’s body belongs to them) – together with the importance of permission seeking in relationships ● Revisit confidentiality and when to break. ● Understand consequences and nature of teasing, bullying and aggressive behaviour and know how to ask for advice and know where to get it ● To recognise and manage ‘dares’. ● To understand personal boundaries and identify what they are willing to share with their most special people. This includes how to critically consider their online friendships and sources of information including risks associated with people they have never met.
Year 5	<ul style="list-style-type: none"> ● Recognise different types of relationships between friends, families, relatives and acquaintances including: <ul style="list-style-type: none"> ○ How to recognise and report feelings of being unsafe or feeling bad about any adult ○ How to ask for advice or help for themselves or others, and to keep trying until they are heard ○ How to report concerns or abuse, and the vocabulary and confidence needed to do so ○ Where to get advice e.g. family, school and /or other sources ○ That most friendships have ups and downs and differences can be worked through and repaired – if conflict occurs, it can be managed ● Know that marriage is a commitment freely entered and no one should marry if they don’t want to. ● Revisit confidentiality and when to break including: <ul style="list-style-type: none"> ○ What sort of boundaries are appropriate with peers and others (including in a digital context) ○ 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

	<ul style="list-style-type: none"> • Listen and respond respectfully to a wider range of people, feeling confident to raise concerns, recognise and care about others. • Develop strategies to resolve disputes/conflict using negotiation or compromise. • Learn that differences/similarities come from different things including family, cultural, ethnic, racial and religious and it is important to respect these differences • To realise nature and consequences of discrimination, bullying and aggressive behaviour including cyber bullying, prejudice or trolling with the knowledge that people sometimes behave differently online, including pretending to be someone they are not. Also 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. It is important not to be a bystander. • To recognise and challenge stereotypes.
Year 6	<ul style="list-style-type: none"> • Revisit confidentiality and when to break it including responding to and reporting unsafe adults. • Know that forcing anyone to marry is a crime and where to get support if needed. • Build on responding respectfully to others by constructively challenging other's points of views if necessary including: <ul style="list-style-type: none"> o The importance of self-respect and how this links to their own happiness o That in school and in wider society they can be 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 o The importance of permission-seeking and giving in relationships with friends, peers and adults (after 'Big Talk') • Being able to compromise, negotiate and give rich, constructive feedback or support to benefit others and themselves. • Learn that differences/similarities come from different things including family, cultural, ethnic, racial, religious, age, sex, gender identity, sexual orientation and disability. • To realise nature and consequences of discrimination, bullying and aggressive behaviour including cyber bullying, prejudice or trolling – see above for more detail • Learn about the difference between and the terms associated with sex, gender identity and sexual orientation.

7. Health education overview

7.1. The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

7.2. By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.

- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing..
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

7.3. By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

7.4. By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity. How and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy eating

7.5. By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

7.6. By the end of primary school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

7.7. By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid

7.8. By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

7.9. By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

8. Health education per year group

8.1. The school is free to determine, within the statutory curriculum content outlined in [section 7](#), what pupils are taught during each year group and uses the PSHE Association's Programme of Study based on three core themes; Health and Well-being, Relationships and Living in the Wider World.

8.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.

8.3. The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school as follows:

Recep	<p><i>Link to Physical Development and People and Communities ELG</i></p> <ul style="list-style-type: none"> • Learn that mental well-being is a normal part of daily life, in the same way as physical health • Learn that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, worried/nervousness) • Develop the vocabulary to talk about the above emotions • For most people the internet is an integral part of life and has many benefits and where and how to report concerns (age appropriate) • Children can talk about what they like and dislike • Children understand that people are different • Children learn about eating different foods (including what constitutes a healthy diet and the characteristics of a poor diet) and the benefits of physical exercise • Learn about safe and unsafe exposure to the sun and how to reduce the risk of sun damage • Know about the importance of sufficient good quality sleep for good health • Learn about dental health and the benefits of good oral hygiene • Know to follow basic hygiene routines like washing hands before eating and the reasons why
Year 1	<ul style="list-style-type: none"> • What is, and how to maintain, a healthy lifestyle (inc Physical activity, healthy eating, mental health and dental health) • Understand that healthy eating and healthy meals are important • Recognises likes and dislikes, learn how to make choices that improve physical and mental health and that these choices can have good and bad consequences. This includes smoking (negatively) and enough sleep (positively) • Importance of personal hygiene and how to maintain it. • Growing from young to old and how people's needs change.

	<ul style="list-style-type: none"> • Name the main parts of the body including external genitalia, and knowing what different people may call these parts. • Rules and ways of keeping physically safe in all environments including awareness of sun safety • Know about who looks after them and who to go to if they are worried. • Understanding how to say yes or no and keeping others safe
Year 2	<ul style="list-style-type: none"> • Think about themselves, learn from experiences, recognise/celebrate strengths and set simple but challenging goals. • Learn about good and not so good feelings and have the vocabulary to describe these. Include the importance of activity • Consider change and loss (moving house, pets, losing toys etc) and their associated feelings together with how to deal with them e.g. time with family etc • Revisit hygiene, discussing how diseases can spread and their responsibility for their own healthy and that of others. • Understand the role of clothes for style, warmth, sun safety and keeping parts private. • Learn how responsibilities and opportunities change as you grow up – mapped against a timeline of life • Identify bodily similarities and differences between boys and girls. • Know that household products, including medicines, can be harmful if not used properly. • Revisit physical safety and learn rules/ways of keeping emotionally safe and physically active (introduce risks of inactive lifestyle – obesity etc) • Know how they can help the people that look after them easily protect them. • Understanding what is meant by ‘privacy’ and how to keep it. • Knowing how to keep themselves and others safe, including that they do not need to keep secrets. This includes the importance of rationing time online and age restricted games etc
Year 3	<ul style="list-style-type: none"> • Know what positively and negatively affects their physical, mental and emotional health including the benefits of exercise and time outdoors together with the risks associated with an inactive lifestyle • Understanding what a balanced diet is including the characteristics of a poor diet • Know that there is a normal range and scale of emotions that all humans experience in different situations • Recognise and talk about their emotions using appropriate vocabulary • Reflecting and celebrating achievements, understanding strengths and setting goals. • Know school rules about health and safety • Strategies for keeping physically and emotionally safe. • Strategies for keeping safe online including protecting personal information and rationing time • Learn about people who are responsible for helping them stay healthy and safe together with the ability to call the emergency services
Year 4	<ul style="list-style-type: none"> • Revisit what positively and negatively affects their physical, mental and emotional health. • Understanding what a balanced lifestyle is • Reflecting and celebrating achievements, understanding strengths and setting goals including simple self-care techniques e.g. time spent with family/friends and hobbies

	<ul style="list-style-type: none"> ● Recognise, predict and assess risks. ● Understand how bacteria/viruses affect health and be able to follow simple routines to prevent spread and the treatments available ● Learn about safe and unsafe exposure to sun, how to recognise early signs of physical illness such as weight loss or changes to the body and what allergies are ● What is meant by the term 'habit' and why they can be hard to change including information relating to drugs, alcohol and tobacco ● Understanding that their body will change as they grow up including <ul style="list-style-type: none"> ○ Key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes ○ About menstrual well-being including key facts about the menstrual cycle ● Strategies for keeping safe online including the importance of keeping images safe relating to social media and respectful online behaviour (along with age restrictions) and where and how to get support with online issues ● Responsible use of mobile phones including safe keeping and safe user habits.
Year 5	<ul style="list-style-type: none"> ● Revisit what positively and negatively affects their physical, mental and emotional health including isolation and loneliness (negatively) and the benefits of time outdoors, community participation, voluntary and service-based activity (positively) ● Being able to make informed choices about balanced lifestyle. Recognise how images in media/online may not reflect reality and can affect how people feel. ● Deepen understanding of good/not so good feelings and extend vocabulary for expressing these. ● Deciding how to manage risks responsibly ● Reflecting and celebrating achievements, understanding strengths and setting goals. Understanding that pressure to behave in unacceptable ways comes from a variety of sources. ● How their body and emotions will change as they move through puberty. ● The facts and science relating to allergies, immunisation and vaccination ● Understanding how to take care of their bodies and that they have the right to protect their bodies from unwanted contact. ● E-safety as per the Computing curriculum, particularly the effects of cyber-bullying ● How to manage requests of images of themselves and what is appropriate to share.
Year 6	<ul style="list-style-type: none"> ● Revisit what positively and negatively affects their physical, mental and emotional health. ● Understanding what might influence their choices about a balanced lifestyle. Including a poor diet and risks associated with unhealthy eating and other behaviours (including for example obesity and the impact of alcohol) ● Recognise the early signs of physical illness, such as weight loss or unexplained changes to the body ● Know about safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer ● Understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (cross reference with e-safety/gaming) ● Recognise conflicting emotions and when to listen or overcome these. ● Reflecting and celebrating achievements, understanding strengths and setting goals. ● Learn about change, including transition, bereavement, separation and divorce.

	<ul style="list-style-type: none"> ● Recognising how increased independence brings increased risk and responsibility. ● Know basic emergency aid procedures and where to get help (external first aid training) ● Develop techniques for resisting pressure to do something dangerous, unhealthy or that they think is wrong. ● Knowing about the potential damage of readily available substances and drugs (alcohol, tobacco and energy drinks) as well as those that are illegal. ● Learning about human reproduction ● Understanding that inappropriate contact and actions such as FGM are a crime and develop the skills/strategies to get support. ● E-safety as per the Computing curriculum, particularly video/phone addiction linking with age restrictions and sleep ● Revisit how to manage requests of images of themselves and what is appropriate to share.
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9. Sex education

- 9.1. All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.
- 9.2. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

At our school, we do teach pupils sex education beyond what is required of the science curriculum. There are clear links to and crossovers with the relationships and health and well-being elements to the PSHE curriculum delivered in school. Our school works with BigTalk Education, an award-winning team of specialist RSE facilitators led by Lynnette Smith, who is the Chair of the Sex Education Forum's Advisory Group (the SEF is part of the National Children's Bureau). BigTalk Education's *Growing Up Safe: Whole School Approach* (GUS programme) has been recognised by the Family Planning Association and Children and Young People Now Awards as a Finalist in their Safeguarding Award. The BigTalk team then deliver to each class within school, for more details please see details below. Our teaching staff observe the BigTalk Education RE and RSE lessons as part of their CPD programme to ensure they can reinforce the lesson content and answer any follow up questions throughout the academic year.

<https://www.bigtalkeducation.co.uk/school-relationship-sex-education-programmes/primary-rse-growing-up-safe-programme>

<https://www.bigtalkeducation.co.uk/rse-information-and-support-for-schools/what-and-when-sre-rse>

- 9.3. Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with [section 3](#) and [section 4](#) of this policy.

- 9.4. Parents are given the opportunity to advise on what should be taught through sex education.
- 9.5. The age and development of pupils is always considered when delivering sex education with an example outline below (supported by the 'BigTalk' materials - please see their website for more information).

Recep	<ul style="list-style-type: none"> • Re-enforces and checks what was covered in the previous year or phase • Identify 'happy' situations and those which may be risky (e.g. other children or adults taking improper photographs of them, inappropriate touches, exposure to unsuitable media etc)
Year 1	<ul style="list-style-type: none"> • Identify who they can talk to if they are worried
Year 2	
Year 3	
Year 4	
Year 5	<ul style="list-style-type: none"> • Puberty and reproduction are recapped • Additional questions on the above including how babies develop and are born
Year 6	

10. Delivery of the curriculum

- 10.1. The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum.
- 10.2. Through effective organisation and delivery of the subject, we will ensure that:
- Core knowledge is sectioned into units of manageable size.
 - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
 - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

- 10.3. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- 10.4. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 10.5. At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.
- 10.6. Pupils will be taught about LGBTQ+ in Year 6; however, we will always consider the development and maturity of pupils before teaching this topic.
- 10.7. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- 10.8. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- 10.9. Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- 10.10. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 10.11. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- 10.12. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.
- 10.13. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- 10.14. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
- 10.15. The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 10.16. Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

- 10.17. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- 10.18. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 10.19. Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- 10.20. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- 10.21. At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.
- 10.22. Whilst there are no formal examinations for the relationships, **sex** and health curriculum, the school will undertake informal assessments to determine pupil progress – these may include the following:
- Written assignments
 - In lesson tasks
 - Discussions
 - Group presentations
 - Group tasks
 - Projects

11. Working with external experts

- 11.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.
- 11.2. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- 11.3. The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- 11.4. Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

- 11.5. The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- 11.6. The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- 11.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

12. Equality and accessibility

- 12.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:
 - Age
 - Sex or sexual orientation
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
 - Pregnancy or maternity
 - Marriage or civil partnership
- 12.2. The school will pay particular attention to the Public Sector Equality Duty (s.149 of the Equality Act).
- 12.3. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- 12.4. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.
- 12.5. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.
- 12.6. Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.
- 12.7. The school is committed to making it clear that sexual violence and sexual harassment between children in schools and colleges will never be tolerated and will refer to the DfEs advice on this matter.

- 12.8. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.
- 12.9. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

13. Curriculum links

- 13.1. The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- 13.2. Relationships, sex and health education will be linked to the following subjects in particular:
 - **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
 - **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
 - **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
 - **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
 - **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

14. Withdrawing from the subjects

- 14.1. Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.

- 14.2. The headteacher will automatically grant withdrawal requests in accordance with point 14.2; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- 14.3. The headteacher will discuss with the parent the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

- 14.4. The headteacher will keep a record of the discussion between themselves, the pupil and the parent.
- 14.5. The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.
- 14.6. The parent will be informed in writing of the headteacher's decision.
- 14.7. Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

15. Behaviour

- 15.1. The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- 15.2. Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.
- 15.3. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises.
- 15.4. These incidents will be dealt with following the processes in our Behaviour Policy
- 15.5. The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

16. Staff training

- 16.1. All staff members at the school will undergo training to ensure they are up-to-date with the relationship, sex and health education programme of study.
- 16.2. Members of staff responsible for teaching the subjects will undergo further training, led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.
- 16.3. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

17. Confidentiality

- 17.1. Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

- 17.2. Teachers will, however, alert the headteacher or DSL about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.
- 17.3. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- 17.4. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

18. Monitoring quality

- 18.1. The PSHE leader is responsible for monitoring the quality of teaching and learning for the subjects.
- 18.2. The PSHE leader will conduct subject assessments, which may include a mixture of the following:
 - Self-evaluations
 - Learning walks
 - Work scrutiny
 - Lesson planning scrutiny
 - Data analysis
 - Pupil voice
- 18.3. The PSHE leader will work regularly and consistently with the headteacher and RSE link governor, e.g. through review meetings, to evaluate the effectiveness of the subjects and implement any changes.

19. Monitoring and review

- 19.1. This policy will be reviewed on an annual basis by the PSHE leader and headteacher. The next scheduled review date for this policy is Spring term 2023.
- 19.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.
- 19.3. The governing board is responsible for approving this policy.
- 19.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.