

**ST. MARGARET'S CHURCH OF ENGLAND**  
**PRIMARY SCHOOL**

**RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY**

**POLICY STATEMENT**

*Matthew chapter 5, verse 14 to 18 "You are the light of the world. A city set on a hill cannot be hidden. Nor do people light a lamp and put it under a basket, but on a stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven."*

At St. Margaret's we are committed to encouraging all to flourish, so that their light may shine.

**Statement of Intent**

At St. Margaret's we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender, religion and sexual identity. We believe that every member of our school community should feel valued, respected and treated as an individual in accordance with our school ethos statement.

We understand our responsibility to deliver a high-quality, age appropriate and evidence based relationships, sex and health curriculum for all of our pupils. Both our policy and practice will '*ensure pupils are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others.*' (SIAMS schedule 2018)

This policy sets out the framework for our relationships, sex and health curriculum providing clarity on how it is informed and delivered. In developing this policy, we have followed the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) (Appendix 1)

We are committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. We understand 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.

Our RSE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- have an understanding of seeking permission and consent.
- challenge sexism and prejudice.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

## **Legal framework**

This policy has been developed with regard to legislation and statutory guidance including:

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'

SIAMS Evaluation Schedule 2018

Valuing All God's Children 2019

Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)

Special Educational Needs and Disability code of practice: 0-25 years, 2017

Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)

Keeping Children safe in Education – Statutory Safe Guarding Guidance (2018)

Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)

This policy works in conjunction with the following policies:

**Safeguarding (including child sexual exploitation)**

**Behaviour**

**SEND**

**Equal Opportunities**

**Anti-bullying**

**Mental Health and Well-being**

**Pupil Confidentiality**

**Inclusion**

**Personal, Social and Health Education**

**Social, Moral, Spiritual and Cultural**

**Development**

## **Definitions**

For the purposes of this policy Relationships and Sex Education (RSE) is defined as teaching pupils lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. The focus in our school will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

For the purpose of this policy Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

## **Roles and Responsibilities**

- The Governing Body 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.

**Ensuring that all resources used are appropriate and in keeping with the overall ethos and values of the school.**

Ensuring the religious ethos of the school is maintained and developed through the subjects.

- The Head teacher is responsible for:

The overall implementation of this policy.

Ensuring staff are suitably trained to deliver the subjects.

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.

**Keeping Governors informed of any proposed new resources, including visitors.**

Reporting to the governing board on the effectiveness of this policy.

Reviewing this policy on an annual basis.

- The PSHE and RSE subject leader 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.

**Keeping SLT updated re any new resources required.**

Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum.

Ensuring the relationships and health curriculum is inclusive and accessible for all pupils.

Working with other subject leaders to ensure the relationships 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.

- Teachers are responsible for:

Delivering a high-quality and age-appropriate relationships 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 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 SENCO to identify and respond to individual needs of pupils with SEND.

Liaising with the School Nurse, where appropriate, to support the delivery of the curriculum.

Working with the relationships and health education subject leader to evaluate the quality of provision.

- The SENCO 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.  
Determining interventions and accessibility to the correct intervention.

## **Curriculum organisation**

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.

Our PSHE curriculum intent states that our aim is to enable our children to become safe, healthy, independent and responsible members of society who appreciate and respect difference and diversity. We promote active participation within our democratic society and encourage children to think of themselves as global citizens.

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

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.

The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' wider needs and we have consulted with parents, governors, pupils and staff on the development of this policy.

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by contacting the Head Teacher.

When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

An overview of Relationships Education and what pupils will know by the end of primary school is at Appendix 2. An overview of Health Education and what pupils will know by the end of primary school is at Appendix 3.

A summary of the content that will be taught during each Year Group is outlined at Appendix 4.

## **Sex Education**

The DfE recommends that *all* primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

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.

At St. Margaret's Primary School we want to ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the National Curriculum for Science, how a baby is conceived and born. The School Nurse will support our teachers to deliver our sex education content in Year 6 in the Summer Term.

Parents are consulted on the organisation and delivery of our sex education curriculum and are given the opportunity to feedback on what should be taught through sex education.

The age and development of pupils is always considered when delivering sex education.

All staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used are: penis, vagina, testicle, scrotum, breasts and pubic hair.

A summary of the content that is currently taught is outlined at Appendix 5.

## **Resources and Delivery of Curriculum**

Our relationships and sex education curriculum is designed to prepare all pupils for the future.

We will teach the curriculum to reflect the requirements set out in law, particularly the Equalities Act 2010, so that pupils understand what the law does, and does not, allow, and the wider implications of decisions they make.

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 appropriately to the pupil's age.

We ensure that all teaching resources and materials are appropriate for the age and maturity of pupils, their religious backgrounds and sensitive to their needs.

We consult with parents, and at all points of delivery of this programme will provide examples of the resources that we plan to use as we want to reassure parents and enable them to continue the conversations started in class at home.

Inappropriate videos, images etc. will not be used and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

Any resources or materials used to support learning will be formally assessed by the PSHE and RSE subject leader before use to ensure they are appropriate for the age and maturity of pupils.

Parents will be informed of each term's PSHE and RSE curriculum content in their year group newsletter at the start of each new term. This is written by the subject leader and all resources used will be made available to parents, should they request this.

## **External Partners**

External partners may be invited to assist from time to time with the delivery of this programme and will be required to comply with this policy. We will ensure that the teaching delivered by the external partner fits with the planned curriculum and this policy. The use of external partners is to enhance curriculum rather than as a replacement for the teachers delivering the curriculum.

Before delivery of the session we will discuss the partner's lesson plan and any materials the partner intends to use and ensure that the content is age appropriate for the pupils and meets pupils' needs.

We will ensure any external partner complies with the Child Protection and Safeguarding Policy.

## **Links to other curriculum areas**

We seek to draw links between relationships, sex and health education and other curriculum subjects wherever possible. 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. Pupils learn about reproduction of various plants and animals. Pupils explore keeping healthy, including the importance of eating a balanced diet, looking after our teeth, and the effect of exercise on our bodies.

Computing – 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, in the local context and wider community

## **Consultation with parents and carers**

We understand the important role parents play in enhancing their children’s understanding of relationships, sex and health. We also understand how important parents’ views are in shaping the curriculum.

We work closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum through:

Questionnaires and surveys  
Meetings  
Newsletters and letters  
Website

Consultation may also take place with the wider school community e.g. governing body, school nurse, Local Authority and Diocese.

Parents are provided with the following information:

- 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
- The resources that will be used to support the curriculum

## **Right to withdraw from sex education**

Relationships and health education are statutory in primary school and parents do not have the right to withdraw their child from these subjects.

Parents have the right to request that their child be withdrawn from some or all of sex education (other than what must be taught as part of the statutory science curriculum). The head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will document this process to ensure a record is kept.

The head teacher may discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This includes social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers’ version of what was said in the classes, rather than what was directly said by the teacher

Once those discussions have taken place, the Headteacher will respect the parents’ request to withdraw the child except where in respect of content that must be taught as part of the Science National Curriculum.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

The head teacher will not grant a request to withdraw a pupil from any sex education delivered as part of the Science National Curriculum.

If a pupil is withdrawn from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

## **Staff Training**

All staff members will receive appropriate training to ensure they are up-to-date with the relationship, sex and health education programme and any associated issues.

Members of staff responsible for teaching the subjects will undergo further training to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments.

## **Bullying and confidentiality**

Any bullying incidents arising out of the relationships, sex and health education, such as those relating to sexual orientation, will be dealt with as any other bullying incidents in school in accordance with the robust Behaviour Policy and/or Anti-bullying Policies.

Confidentiality within the classroom is an important aspect of Relationships, Sex and Health Education and teachers should respect the confidentiality of pupils as far as possible. Pupils will be informed of the duty of confidentiality and will be made aware of what action may be taken if they choose to report a concern or make a disclosure.

If a teacher has any suspicion of inappropriate behaviour or potential abuse, or if any reports are made during lessons as a result of the content of the curriculum this will be reported to the Designated Safeguarding Lead and this will be dealt with in line with the Child Protection and Safeguarding Policy.

## **Monitoring and Evaluating**

It is the responsibility of the Head Teacher, leadership team and subject leader to oversee and organise the monitoring and evaluation of RSE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE and RSE programme will be involved in a yearly monitoring and evaluation exercise led by the leadership team and carried out by both teachers and pupils, to ensure it meets the changing needs of the young people and reflects the views and values of the school community. The Governing Body is responsible for overseeing, reviewing and organising the revision of the sex and relationship education policy and curriculum.

This policy will be monitored and reviewed on an annual basis by the RSE subject leader and headteacher.

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.

The local Governing Body is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

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|-----------------------------------|--|
| <b>Written by</b>                 | Mrs Rebecca Barker<br>PSHE and RSE Lead<br>June 2020 |
| <b>Policy Agreed by Governors</b> | December 2020  |
| <b>Review Date</b>                | June 2021  |



## Appendix 1

### **A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)<sup>1</sup>**

In The Durham Diocesan MAT we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

#### **We commit:**

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act<sup>2</sup> and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so

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<sup>1</sup> RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

<sup>2</sup> The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

## Appendix 2

### Relationships education overview

#### Families and people who care for me

By the end of primary school, pupils will know:

1. That families are important for them growing up because they can give love, security and stability.
2. 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.
3. 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.
4. 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.
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

By the end of primary school, pupils will know:

7. How important friendships are in making us feel happy and secure, and how people choose and make friends.
8. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
9. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
10. 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.
11. How to recognise who to trust and who not to trust.
12. How to judge when a friendship is making them feel unhappy or uncomfortable.
13. How to manage conflict.
14. How to manage different situations and how to seek help from others if needed.

#### Respectful relationships

By the end of primary school, pupils will know:

15. 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.
16. Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
17. The conventions of courtesy and manners.
18. The importance of self-respect and how this links to their own happiness.
19. 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.
20. 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.
21. What a stereotype is, and how they can be unfair, negative or destructive.
22. The importance of permission-seeking and giving in relationships with friends, peers and adults.

#### Online relationships

By the end of primary school, pupils will know:

23. That people sometimes behave differently online, including pretending to be someone they are not.
24. 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.
25. The rules and principles for keeping safe online.
26. How to recognise harmful content and contact online, and how to report these.
27. How to critically consider their online friendships and sources of information.
28. The risks associated with people they have never met.
29. How information and data is shared and used online.

### **Being safe**

By the end of primary school, pupils will know:

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

## Appendix 3

### **Health education overview**

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

#### **Mental wellbeing**

By the end of primary school pupils will know:

1. That mental wellbeing is a normal part of daily life, in the same way as physical health.
2. That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
3. The scale of emotions that humans experience in response to different experiences and situations.
4. 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.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
7. Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
8. How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
9. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
10. 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.
11. 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**

By the end of primary school, pupils will know:

12. That for most people, the internet is an integral part of life and has many benefits.
13. About the benefits of rationing time spent online.
14. The risks of excessive time spent on electronic devices.
15. The impact of positive and negative content online on their own and others' mental and physical wellbeing.
16. How to consider the effect of their online actions on others.
17. How to recognise and display respectful behaviour online.
18. The importance of keeping personal information private.
19. Why social media, some computer games and online gaming, for example, are age-restricted.
20. 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.
21. How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
22. Where and how to report concerns and get support with issues online.

#### **Physical health and fitness**

By the end of primary school, pupils will know:

23. The characteristics and mental and physical benefits of an active lifestyle.
24. 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.
25. The risks associated with an inactive lifestyle, including obesity.

26. How and when to seek support, including which adults to speak to in school if they are worried about their health.

### **Healthy eating**

By the end of primary school, pupils will know:

27. What constitutes a healthy diet, including an understanding of calories and other nutritional content.
28. The principles of planning and preparing a range of healthy meals.
29. 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**

By the end of primary school, pupils will know:

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

### **Health and prevention**

By the end of primary school, pupils will know:

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

### **Basic first aid**

By the end of primary school, pupils will know:

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

### **Changing adolescent body**

By the end of primary school, pupils will know:

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

## Appendix 4

### School PSHE and RSE Programme

| Year             | Health and Wellbeing - Autumn   | Relationships - Spring   | Living in the Wider World - Summer  |
|------------------|---|--|---|
| <b>Reception</b> | <ul style="list-style-type: none"> <li>• The importance of and how to maintain personal hygiene.</li> <li>• About growing and changing and new opportunities and responsibilities that increasing independence may bring.</li> <li>• To recognise that they share a responsibility for keeping themselves and other safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.</li> <li>• The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.</li> <li>• What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.</li> <li>• The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.</li> <li>• To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</li> </ul> | <ul style="list-style-type: none"> <li>• To identify their special people (family, friends, carers), and what makes them special and how special people should care for one another.</li> <li>• To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</li> <li>• To recognise how their behaviour affects other people.</li> <li>• The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</li> </ul> | <ul style="list-style-type: none"> <li>• That people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).</li> <li>• That they belong to various groups and communities such as family and school.</li> <li>• To help construct, and agree to follow, group and class rules and to understand how these rules help them.</li> <li>• How to contribute to the life of the classroom.</li> </ul> |
| <b>Year 1</b>    | <ul style="list-style-type: none"> <li>• About the process of growing from young to old and how people's needs change.</li> <li>• About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.</li> <li>• Rules for and ways of keeping safe on the roads</li> <li>• Introduction to mental health. About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</li> <li>• What constitutes, and how to maintain, a healthy lifestyle including the benefits of</li> </ul>  | <ul style="list-style-type: none"> <li>• To communicate their feelings to others, to recognise how others show feelings and how to respond.</li> <li>• To identify and respect the differences and similarities between people.</li> <li>• To recognise what is fair and unfair, kind and unkind, what is right and wrong.</li> <li>• To recognise and challenge stereotypes</li> </ul>  | <ul style="list-style-type: none"> <li>• What improves and harms their local, natural and built environments and about some of the ways people look after them.</li> <li>• To explore the positive and negative impact of our actions on the planet</li> <li>• To explore to value of democracy</li> </ul>  |

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|               | <p>physical activity, rest, healthy eating and dental health.</p> <ul style="list-style-type: none"> <li>• Know how to make a clear and efficient call to emergency services if necessary</li> <li>• To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</li> </ul>  |  |   |
| <b>Year 2</b> | <ul style="list-style-type: none"> <li>• How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.</li> <li>• That household products, including medicines, can be harmful if not used properly.</li> <li>• To recognise what they like and dislike, how to make real informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</li> <li>• What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.</li> <li>• To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</li> </ul> | <ul style="list-style-type: none"> <li>• That there are different types of teasing and bullying, that these are wrong and unacceptable.</li> <li>• That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</li> <li>• How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.</li> <li>• To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</li> </ul>   | <ul style="list-style-type: none"> <li>• About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices.</li> <li>• That money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</li> <li>• To explore the value of rule of law</li> </ul> |
| <b>Year 3</b> | <ul style="list-style-type: none"> <li>• To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet. (Covered in Science lessons in Spring1)</li> <li>• That bacteria and viruses can affect health and that following simple routines can reduce their spread.</li> <li>• School rules about health and safety, basic emergency aid procedures, where and how to get help.</li> <li>• The importance of protecting personal information, including passwords, addresses and images of themselves and others.</li> <li>• Know how to make a clear and efficient call to emergency services if necessary</li> </ul>  | <ul style="list-style-type: none"> <li>• To recognise and respond appropriately to a wider range of feelings in others.</li> <li>• The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret.'</li> <li>• To recognise what constitutes a positive, healthy relationship.</li> <li>• That their actions affect themselves and others.</li> <li>• To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</li> </ul> | <ul style="list-style-type: none"> <li>• To think about the lives of people living in other places, and people with different values and customs.</li> <li>• That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</li> <li>• To explore the value of individual liberty</li> </ul>                                     |



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|               | <ul style="list-style-type: none"> <li>To explore and use the 'zones of regulation'</li> </ul>   | <ul style="list-style-type: none"> <li>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</li> </ul>   |  |
| <b>Year 4</b> | <ul style="list-style-type: none"> <li>What is meant by the term 'habit' and why habits can be hard to change.</li> <li>To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this an opportunity to build resilience.</li> <li>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</li> <li>To explore and use the 'zones of regulation'</li> </ul>             | <ul style="list-style-type: none"> <li>To recognise and challenge stereotypes.</li> <li>To recognise and manage 'dares'.</li> <li>That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</li> <li>That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.</li> <li>That two people love and care for one another, can be in a committed relationship and not be married and in a civil partnership.</li> <li>That forcing anyone to marry is a crime; that support is available to protect and prevent people being forced into marriage and to know how to get support for themselves or others.</li> </ul> | <ul style="list-style-type: none"> <li>About the role money plays in their own and others' lives</li> <li>To explore budgeting – looking at the differences between needs and wants.</li> <li>To explore the causes and effects of climate change</li> <li>To explore the value of mutual respect</li> </ul>   |
| <b>Year 5</b> | <ul style="list-style-type: none"> <li>Which, why and how, commonly available substances and drugs (including alcohol, tobacco and energy drinks) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.</li> <li>What positively and negatively affects their physical, mental and emotional health (including the media).</li> <li>About menstrual wellbeing including the key facts about the menstrual cycle</li> <li></li> <li>To use basic first aid procedures</li> <li>Know how to make a clear and efficient call to emergency services if necessary</li> </ul> | <ul style="list-style-type: none"> <li>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.</li> <li>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</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> </ul>  | <ul style="list-style-type: none"> <li>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).</li> <li>How to manage their money and about being a critical consumer</li> <li>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</li> <li>To understand that their basic human rights shared by all peoples in all societies and that children have their own special rights set out in their United Nations declaration of the rights of the child.</li> <li>That these universal rights are there to protect everyone and have primacy both</li> </ul> |

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|                      | <ul style="list-style-type: none"> <li>• About menstrual wellbeing including the key facts about the menstrual cycle</li> <li>• To explore and use the 'zones of regulation'</li> </ul>  | <ul style="list-style-type: none"> <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> </ul>  | <p>over national law and family and community practices.</p> <ul style="list-style-type: none"> <li>• To explore the value of tolerance</li> </ul>  |
| <p><b>Year 6</b></p> | <ul style="list-style-type: none"> <li>• To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</li> <li>• How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle.'</li> <li>• How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle</li> <li>• To explore and use the 'zones of regulation'</li> <li>• The facts and science relating to immunisation and vaccination.</li> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• How their body will and their emotions may change as they approach and move through puberty. <b>COVERED IN SUMMER TERM</b></li> <li>• About human reproduction. <b>COVERED IN SUMMER TERM</b></li> <li>• Rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults secrets.) <b>COVERED BY SAFETY CAROUSEL SUMMER TERM</b></li> </ul> | <ul style="list-style-type: none"> <li>• To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language, 'trolling', how to respond and ask for help).</li> <li>• That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (see 'protected characteristics' in the Equality Act 2010).</li> <li>• To know where to seek advice or help and where and how to report concerns</li> <li>• To explore how relationships change as we get older (Secondary transition link)</li> </ul> | <ul style="list-style-type: none"> <li>• The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night, etc).</li> <li>• To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent of mislead; the importance of being careful what they forward to others.</li> <li>• To explore the concept of democracy and gain an understanding of the politics of the United Kingdom</li> <li>• To explore career aspirations</li> <li>• About enterprise and the skills that make someone 'enterprising'. (Virgin Money £5 project)</li> </ul> |

## **Appendix 5**

### **Outline of Sex education**

Sex Education, aside from what is taught through the National Curriculum for Science, is only taught in Year 6. The content of Sex Education in Year 6 is planned for, and based around, preparing our children for the statutory Sex Education objectives which will be taught in secondary schools, as outlined in the statutory government guidance (2019).

#### **Year 6**

Exploring the human life-cycle

The main external parts of the male and female bodies and their functions

Puberty and how it affects both males and females

How a baby is conceived and born

