



WYBUNBURY DELVES
C of E Primary School

Relationships and Health Education Policy

Please note that the DfE's 'Relationships Education, Relationships and Sex Education, and Health Education in England' and The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 will be statutory from 1 September 2020. Schools are encouraged to adopt the new curriculum from September 2019 but are not obliged to do so. Schools that adopt the new curriculum early will still need to meet the requirements outlined in the current 'Sex and Relationship Education Guidance' until the new guidance comes into effect.

Contents

[Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Organisation of the curriculum](#)
4. [Consultation with parents](#)
5. [Relationships education overview](#)
6. [Relationships education per year group](#)
7. [Health education overview](#)
8. [Health education per year group](#)
9. [Sex education](#)
10. [Delivery of the curriculum](#)
11. [Working with external experts](#)
12. [Equality and accessibility](#)
13. [Curriculum links](#)
14. [Withdrawing from the subjects](#)
15. [Behaviour](#)
16. [Staff training](#)
17. [Confidentiality](#)
18. [Monitoring quality](#)
19. [Monitoring and review](#)

Statement of intent

At Wybunbury Delves CE 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 focusses 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 focusses 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 and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

Signed by:

_____ Headteacher

Date: _____

_____ Chair of governors

Date: _____

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
- Equal Opportunities Policy
- Anti-Bullying Policy: Pupils
- Social, Emotional and Mental Health (SEMH) Policy
- E-safety Policy
- Visitor 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.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.

2.2. The **headteacher** 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.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

2.3. The **PHSE Curriculum 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.
- 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. The appropriate 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 SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

2.5. 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.

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
 - 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.
 - Emailing office@wybunburydelves.co.uk
 - Submitting written feedback into the suggestions box in the school office.
- 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:
 - 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
- 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 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.

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.

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.

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.

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.
- 9.3. At our school, we do not teach pupils sex education beyond what is required of the science curriculum.
- 9.4. 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.
- 9.5. Parents are given the opportunity to advise on what should be taught through sex education.
- 9.6. The age and development of pupils is always considered when delivering sex education.

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. 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.
- 10.7. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- 10.8. 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.
- 10.9. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 10.10. 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.
- 10.11. 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.
- 10.12. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- 10.13. 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.
- 10.14. 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.
- 10.15. Teachers will focus on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- 10.16. 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.
- 10.17. 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.
- 10.18. Any resources or materials used to support learning will be formally assessed by the Head Teacher, Pastoral Lead and PHSE Co-Ordinator before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

10.19. 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.

10.20. 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.

10.21. Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- Written tasks
- 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 is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- 12.3. 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.
- 12.4. 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.
- 12.5. 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.
- 12.6. 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.
- 12.7. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behavioural 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.
- 14.2. 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.
- 14.3. 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.
- 14.4. 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.
- 14.5. The headteacher will keep a record of the discussion between themselves, the pupil and the parent.
- 14.6. 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.
- 14.7. The parent will be informed in writing of the headteacher's decision.
- 14.8. 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 Behavioural Policy and Anti-Bullying 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 regular training to ensure they are up-to-date with the relationship, sex and health education programme and associated issues, to ensure they are fully equipped to teach the subjects effectively
- 16.2. 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 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 relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.
- 18.2. The relationships, sex and health education subject leader will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

18.3. The relationships, sex and health education subject leader (PHSE Co-Ordinator) will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.

18.4. The relationships, sex and health education subject leader will work regularly and consistently with the headteacher and RSE link governor, e.g. through monthly 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 relationships, sex and health education subject leader and headteacher. The next scheduled review date for this policy is date.

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.

Appendix 1

Heart Smart Overview of Coverage Grid

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
RELATIONSHIPS EDUCATION							
Families and people who care for me <i>Pupils should know...</i>							
F1	that families are important for children growing up because they can give love, security and stability.	✓	✓	✓	✓	✓	✓
F2	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.	✓			✓	✓	
F3	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.		✓		✓		✓
F4	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.	✓			✓	✓	
F5	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.						✓
F6	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 <i>Pupils should know...</i>							
CF1	how important friendships are in making us feel happy and secure, and how people choose and make friends.	✓	✓	✓	✓	✓	✓
CF2	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	✓	✓	✓	✓	✓	✓

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
CF3	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	✓	✓	✓	✓	✓	✓
CF4	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.	✓	✓	✓	✓	✓	✓
CF5	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	✓		✓	✓	✓	✓
	Respectful Relationships <i>Pupils should know...</i>						
RR1	the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	✓	✓		✓	✓	✓
RR2	practical steps they can take in a range of different contexts to improve or support respectful relationships.	✓	✓	✓	✓	✓	✓
RR3	the conventions of courtesy and manners.		✓	✓	✓		
RR4	the importance of self-respect and how this links to their own happiness.	✓	✓	✓	✓	✓	✓
RR5	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.		✓	✓	✓	✓	✓
RR6	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	✓	✓		✓	✓	✓
RR7	what a stereotype is, and how stereotypes can be unfair, negative or destructive.			✓			
RR8	the importance of permission-seeking and giving in relationships with friends, peers and adults.				✓		

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	Online Relationships <i>Pupils should know...</i>						
OR1	that people sometimes behave differently online, including by pretending to be someone they are not.			✓		✓	✓
OR2	that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	✓	✓				
OR3	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	✓	✓	✓			
OR4	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.					✓	
OR5	how information and data is shared and used online.		✓	✓			
	Being Safe <i>Pupils should know...</i>						
BS1	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).				✓	✓	✓
BS2	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.						✓
BS3	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	✓		✓			
BS4	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	✓				✓	
BS5	how to recognise and report feelings of being unsafe or feeling bad about any adult.	✓		✓	✓	✓	✓



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
BS6	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	✓				✓	
BS7	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	✓	✓			✓	
BS8	where to get advice e.g. family, school and/or other sources.	✓	✓		✓	✓	

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	HEALTH EDUCATION						
	Mental Wellbeing <i>Pupils should know...</i>						
MW1	that mental wellbeing is a normal part of daily life, in the same way as physical health.	✓	✓	✓	✓	✓	✓
MW2	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	✓	✓	✓	✓	✓	✓
MW3	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.	✓	✓	✓	✓	✓	✓
MW4	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	✓	✓	✓	✓	✓	✓
MW5	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.				✓		
MW6	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	✓	✓				✓
MW7	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.		✓	✓		✓	



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
MW8	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	✓	✓		✓	✓	✓
MW9	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	✓	✓		✓		
MW10	it is common for people to experience mental ill health. For 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 <i>Pupils should know...</i>						
ISH1	that for most people the internet is an integral part of life and has many benefits.	✓			✓		
ISH2	about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.				✓	✓	✓
ISH3	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.					✓	✓
ISH4	why social media, some computer games and online gaming, for example, are age restricted.					✓	✓
ISH5	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.				✓		
ISH6	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.			✓		✓	✓
ISH7	where and how to report concerns and get support with issues online.		✓		✓		



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	Physical Health and Fitness <i>Pupils should know...</i>						
PH1	the characteristics and mental and physical benefits of an active lifestyle.	✓	✓	✓			
PH2	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.		✓				
PH3	the risks associated with an inactive lifestyle (including obesity).		✓	✓			
PH4	how and when to seek support including which adults to speak to in school if they are worried about their health.			✓			
	Healthy Eating <i>Pupils should know...</i>						
HE1	what constitutes a healthy diet (including understanding calories and other nutritional content).			✓			
HE2	the principles of planning and preparing a range of healthy meals.		✓	✓			✓
HE3	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).		✓				
	Drugs, alcohol and tobacco <i>Pupils should know...</i>						



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
DAT1	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.				✓	✓	✓
	Health and prevention Pupils should know...						
HP1	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.						✓
HP2	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		✓				
HP3	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.					✓	
HP4	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	✓					
HP5	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	✓			✓		
HP6	the facts and science relating to allergies, immunisation and vaccination.			✓			✓
	Basic First Aid Pupils should know...						
BFA1	how to make a clear and efficient call to emergency services if necessary.			✓			
BFA2	concepts of basic first-aid, for example dealing with common injuries, including head injuries.			✓			
	Changing adolescent body Pupils should know...						

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
CAB1	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.				✓	✓	✓
CAB2	about menstrual wellbeing including the key facts about the menstrual cycle.					✓	

CWP Curriculum Overview

reception

year 1

year 2

year 3

year 4

year 5

year 6

Additional

Reception Family and Friendship

Lesson 1: **Caring Friendships**
Lesson 2: **Being Kind**
Lesson 3: **Families**

Year 1 Growing and Caring For Ourselves

Lesson 1: **Different Friends**
Lesson 2: **Growing & Changing**
Lesson 3: **Families & Care**

Year 2 Differences

Lesson 1: **Differences**
Lesson 2: **Male & Female Animals**
Lesson 3: **Naming Body Parts**

Year 3 Valuing Difference and Keeping Safe

Lesson 1: **Body Differences**
Lesson 2: **Personal Space**
Lesson 3: **Help and Support**

Year 4 Growing Up

Lesson 1: **Changes**
Lesson 2: **What is Puberty?**
Lesson 3: **Healthy Relationships**

Year 5 Puberty

Lesson 1: **Talking about Puberty**
Lesson 2: **The Reproductive System**
Lesson 3: **Help and Support**

Reception

Family and Friendship

Scheme of Work

Word Box: Friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad.

Statutory Guidance	Learning Intentions and Learning Outcomes	Title	Resources
<p>Relationships Education Caring friendships (2a,2c) Health Education Mental wellbeing (6b,6c,6g)</p>	<p>Learning Intention To recognise the importance of friendship</p> <p>Learning Outcomes Know that friendships can make us feel happy Know some ways that we can make new friends feel welcome</p>	<p>Lesson 1 Caring Friendships</p>	<p>Elephant glove puppet or toy Pictures of children at school</p>
<p>Relationships Education Caring friendships (2d) Health Education Mental wellbeing (6b,6c)</p>	<p>Learning Intention To recognise the importance of saying sorry and forgiveness</p> <p>Learning Outcomes Know that arguing with friends and then making up can make friendships stronger That resorting to violence is never right</p>	<p>Lesson 2 Being Kind</p>	<p>Elephant glove puppet or toy Picture of a crown and art materials to make crowns, i.e. paper or play-doh</p>
<p>Relationships Education Families and people who care for me (1a) Caring friendships (2a) Respectful relationships (3a)</p>	<p>Learning Intention To recognise that all families are different</p> <p>Learning Outcomes Identify different members of the family Understand how members of a family can help each other</p>	<p>Lesson 3 Families</p>	<p>Elephant glove puppet or toy <i>The Family Book</i>, Todd Parr Families pictures Paper and drawing materials</p>



Growing & Caring For Ourselves Key Stage 1

Scheme of Work

Word Box: Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Relationships Education Respectful relationships (3a,3e) Healthy Education Mental wellbeing (6b,6c)</p>	<p>Learning Intention To understand that we are all different but can still be friends Learning Outcomes Know that we can be friends with people who are different to us</p>	<p>Lesson 1 Different Friends</p>	<p>Talking object Story bag containing an elephant puppet (or the elephant picture) and a school jumper or shirt if the school has one. Paper and coloured pencils,</p>
<p>Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body</p>	<p>Learning Intention To discuss how children grow and change Learning Outcomes Understand that babies need care and support Know that older children can do more by themselves</p>	<p>Lesson 2 Growing and Changing</p>	<p>Talking object Story bag containing Pictures of newborn babies, Lifecycle picture cards, Lifecycle word cards, Lifecycle whiteboard summary</p>
<p>Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Caring friendships (2e) Respectful relationships (3a,3e) Being Safe (5d,5e) Health Education Mental wellbeing (6b,6c)</p>	<p>Learning Intention To explore different types of families and who to ask for help To identify who can help when families make us feel unhappy or unsafe Learning Outcomes Know there are different types of families Know which people we can ask for help</p>	<p>Lesson 3 Families and Care</p>	<p>Talking object Story bag - containing a ball and a school jumper Families pictures <i>The Family Book</i>, Todd Parr</p>

Year 2

Differences

Key Stage 1

Scheme of Work

Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Relationships Education Respectful relationships (3a,3g) Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body</p>	<p>Learning Intention To introduce the concept of gender stereotypes To identify differences between males and females Learning Outcomes Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies</p>	<p>Lesson 1 Differences</p>	<p>2 large PE hoops Boy/Girl/Everyone labels Bag of objects and clothing to explore male and female stereotypes or Pictures of objects and clothing Clothed Babies picture cards Clothed Babies whiteboard summary Pictures of newborn babies Suggested reading: <i>Pearl Power and the Toy Problem</i>, Mel Elliott <i>Julian is a Mermaid</i>, Jessica Love <i>Are you a boy or are you a girl</i>, Sarah Savage and Fox Fisher <i>Princess Smartypants</i>, Babette Cole <i>William's Doll</i>, Charlotte Zolotow <i>Amazing Grace</i>, Mary Hoffman and Caroline Binch</p>
<p>Relationships Education Respectful relationships (3a) Key Stage 1 Science - Notice that animals, including humans, have offspring that grow into adults</p>	<p>Learning Intention To explore some of the differences between males and females and to understand how this is part of the lifecycle Learning Outcomes Describe some differences between male and female animals Understand that making a new life needs a male and a female</p>	<p>Lesson 2 Male and Female Animals</p>	<p>Talking object Pictures of male and female animals Cats and Kittens worksheet Anatomically correct toy farm animals</p>
<p>Key Stage 1 Science -Identify, name, draw and label the basic parts of the human body</p>	<p>Learning Intention To focus on sexual difference and name body parts Learning Outcomes Describe the physical differences between males and females Name the different body parts</p>	<p>Lesson 3 Naming Body Parts</p>	<p>2 large PE Hoops Hoop labels Body Parts picture cards Female x-ray picture Body Parts worksheet Suggested reading: <i>Shapesville</i>, Andy Mills <i>It's OK to be Different</i>, Todd Parr</p>

Valuing Difference and Keeping Safe Key Stage 2

Scheme of Work

Word Box: Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship

Statutory Guidance

Relationships Education
Respectful relationships
(3a)

Learning Intentions and Learning Outcomes

Learning Intention
To identify that people are unique and to respect those differences
To explore the differences between male and female bodies
Learning Outcomes
Know and respect the body differences between ourselves and others
Name male and female body parts using agreed words

Lesson Title

Lesson 1
[Body Differences](#)

Resources

It's OK to be different, Todd Parr
[Pictures of male and female bodies](#)
[Body Difference matching cards](#)
Additional Activities
Cinderella's Bum, Nicholas Allan
Shapesville, Andy Mills

Relationships Education
Caring friendships (2e)
Respectful relationships
(3b,3d,3f)
Being safe (5a,5b,5c,5d,5f,5g)

Learning Intention
To consider appropriate and inappropriate physical contact and consent
Learning Outcomes
Understand that each person's body belongs to them
Understand personal space and unwanted touch

Lesson 2
[Personal Space](#)

[PANTS cards](#)
[Unwanted Touch scenarios](#)
Additional Activities
It's my body - a book about body privacy, Louise Spilsbury and Mirella Mariani

Relationships Education
Families and people who care
for me (1a,1b,1c,1d,1f.)
Being safe (5d,5f,5g, 5h)

Learning Intention
To explore different types of families and who to go to for help and support
Learning Outcomes
Understand that all families are different and have different family members
Identify who to go to for help and support

Lesson 3
[Help and Support](#)

[Families pictures](#)
[Who can I talk to? worksheet](#)
The Family Book, Todd Parr
Additional Activities
Tell Me Again About The Night I Was Born, Jamie Lee Curtis
Who's in a Family? Robert Skutch
Happy Families, Allan Ahlberg
Spark Learns to Fly, Judith Faxon
Stranger Danger, Anne Fine

Year 4

Growing Up Key Stage 2

Scheme of Work

Word Box: Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings

Statutory Guidance

Health Education
Changing adolescent body (8a)
Key Stage 2 Science
- describe the life process of reproduction in some plants and animals

Health Education
Mental wellbeing (6a,6b,6c,6d,6f)
Health Education
Changing adolescent body (8a, 8b)
Menstruation (9a)
Key Stage 2 Science
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Relationships Education
Caring friendships (2b,2c,2d,2e)
Respectful relationships (3a,3b,3d,3e,3f,3h)
Online relationships (4b,4d)

Learning Intentions and Learning Outcomes

Learning Intention
To explore the human lifecycle
To identify some basic facts about puberty
Learning Outcomes
Understand that puberty is an important stage in the human lifecycle
Know some changes that happen during puberty

Learning Intention
To explore how puberty is linked to reproduction
Learning Outcomes
Know about the physical and emotional changes that happen in puberty
Understand that children change into adults to be able to reproduce if they choose to

Learning Intention
To explore respect in a range of relationships
To discuss the characteristics of healthy relationships
Learning Outcomes
Know that respect is important in all relationships including online
Explain how friendships can make people feel unhappy or uncomfortable.

Lesson Title

Lesson 1
[Changes](#)

Lesson 2
[What is Puberty?](#)

Lesson 3
[Healthy Relationships](#)

Resources

[Lifecycle whiteboard summary](#)
[Body Parts Bingo cards](#)
[Bingo Flash cards](#)
[Body Changes pictures](#)
[Lifecycle Quiz slides](#)
[Lifecycle Quiz answers](#)
Additional Activities
[Babies and Children worksheet](#)

Bag containing spot cream, deodorant, shaving foam, menstrual pads/tampon, a love heart
[Puberty Card Sort](#)
[Puberty Card Sort whiteboard summary](#)
[Body Changes worksheet](#)
[Puberty Changes Teacher Guide](#)

Suggested Reading

Where Willy Went, Nicholas Allan
Hair in Funny Places, Babette Cole

[Healthy Friendships cards](#)
[Relationship pictures](#)
Online Respect and Self-Respect video
<https://www.youtube.com/watch?v=mZtXwLzllpk>



Year 5

Puberty Key Stage 2

Scheme of Work

Word Box: Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Health Education Mental wellbeing (6c, 6d,6f) Changing adolescent body (8a,8b) Menstruation (9a)</p>	<p>Learning Intention To explore the emotional and physical changes occurring in puberty</p> <p>Learning Outcomes Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p>	<p>Lesson 1 Talking About Puberty</p>	<p>Puberty Changes Teacher Guide Puberty Changes worksheet Reproductive System slides Pupil Questions template</p>
<p>Health Education Changing adolescent body (8a,8b) Menstruation (9a)</p>	<p>Learning Intention To understand male and female puberty changes in more detail</p> <p>Learning Outcomes Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production</p>	<p>Lesson 2 The Reproduction System</p>	<p>Reproductive System slides Puberty Changes Teacher Guide Menstrual cycle animation Male Changes Powerpoint Puberty Card Game Puberty Card Game answer sheet Puberty Card Game whiteboard summary Model materials: spaghetti(fallopian tubes) and poppy seeds (eggs) Selection of menstrual product (tampons, pads, liners, re-usables) Pupil questions from Lesson 1 Additional Activities What is the Menstrual Cycle? cards What is the Menstrual Cycle? whiteboard summary Menstruation Card Game Menstruation Card Game whiteboard summary</p>
<p>Health Education Mental wellbeing (6a,6b,6c, 6d,6e,6f) Changing adolescent body (8a,8b) Menstruation (9a)</p>	<p>Learning Intention To explore the impact of puberty on the body and the importance of physical hygiene</p> <p>To explore ways to get support during puberty</p> <p>Learning Outcomes Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty</p>	<p>Lesson 3 Puberty Help and Support</p>	<p>Kim's Game items and a cloth to cover them (see lesson plan) Kim's Game Teacher Guide Year 5 Puberty Problem Page Year 5 Puberty Problem Page cut-outs Year 5 Problem Page Teacher Guide Pupil questions from Lesson 1 Additional Activities Puberty Bingo cards</p>

Appendix 3: Drugs and Alcohol

Drug & Alcohol Education Curriculum Overview

Year 1

Year 4

Year 2

Year 5

Year 3

Year 6

Year 1 Medicines and People Who Help Us

Lesson 1: **Staying Healthy**

Lesson 2: **Medicines**

Lesson 3: **Who gives us medicines?**

Year 2 Keeping Safe

Lesson 1: **Risk**

Lesson 2: **Hazardous Substances**

Lesson 3: **Safety Rules**

Year 3 Smoking

Lesson 1: **Why People Smoke**

Lesson 2: **Physical Effects of Smoking**

Lesson 3: **No Smoking**

Year 4 Alcohol

Lesson 1: **Effects of Alcohol**

Lesson 2: **Alcohol and Risk**

Lesson 3: **Limits to Drinking Alcohol**

Year 5 Legal and Illegal Drugs

Lesson 1: **Legal and Illegal Drugs**

Lesson 2: **Attitudes to Drugs**

Lesson 3: **Peer Pressure**

Year 6 Preventing Early Use

Lesson 1: **Cannabis**

Lesson 2: **VSA and Getting Help**

Lesson 3: **Help, Advice and Support**

Appendix: July 2020 Consultation

The following information and this Policy were sent to all Staff, Governors and our school families. It was available on our school website and a short Online Survey was available for all to complete.

Information to Parents

[Home](#) » [Our Curriculum](#) » RSE Consultation

The Department for Education has announced changes to Relationships and Sex Education (RSE). These changes will come into effect from September 2020 and all schools will be required to comply with the updated requirements, making Relationships Education compulsory for all pupils receiving primary education. It has been 20 years since the last review of these curriculum areas, and in that time the world has changed significantly. Children now face new challenges: they have to process lots of information from different sources such as TV, the internet, social media, understand how society is changing, understand risks they may face, all putting pressure on their physical and mental health.

We believe relationships and sex education is important for our pupils and our school because:

- It is giving children the knowledge that will enable them to make informed decisions about their well-being, health and relationships
- It is about giving children the opportunity to put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- It is the recognition that everyone faces difficult situations in their lives and how relationship and sex education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support

We view the partnership of home and school as vital in providing the context to both complement and reinforce what pupils learn at home about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as how to be healthy.

Below, we have explained some of the common questions around these subjects.

So why now?

The Equality Act came into force in 2010. The Equality Act 2010 states that it is against the law to discriminate against anyone because of:

- ☐ Age
- ☐ Disability
- ☐ Gender reassignment
- ☐ Marriage or civil partnership
- ☐ Pregnancy or maternity
- ☐ Race
- ☐ Religion or belief
- ☐ Sex/gender
- ☐ Sexual orientation (Government, 2010, p1)

The public sector Equality Duty came into force on 5th April 2011 and requires that public bodies (including schools):

- Have due regard to the need to eliminate discrimination
- Advance equality of opportunity
- Foster good relations between different people when carrying out their activities. (Government Equalities Office 2013, p1)

This makes it clear that promoting some of the protected characteristics of the Equality Act while ignoring others is against UK law.

What is teaching about equality?

It is teaching about:

- ☑ Difference
- ☑ Acceptance
- ☑ Tolerance
- ☑ Diversity
- ☑ How to challenge discrimination

Teaching about equality helps our children to prepare for the next stages in their lives.

Will my child be taught sex education at Primary School? Is this too young?

Sex education at Primary school is not compulsory. However, compulsory Relationships Education is being introduced in Primary schools from September 2020, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

At Wybunbury Delves we currently teach sex education to children in Year 5 and 6 (which goes beyond the existing national curriculum for science). Before these lessons take place, the school gives parents the opportunity to understand what will be taught and how it will be approached, and view any materials so that you understand what we propose to teach and how. If you continue to have concerns, you have the right to withdraw from any sex education lessons that go beyond that of the science national curriculum.

We are proposing to use the Christopher Winter Project Resources. A comprehensive scheme of work which covers all aspects of sex and relationships education for primary age children

This scheme of work, used by many schools, has lesson plans and teaching materials for Reception to Year 6. It builds on learning from previous years and revisits topics each year to cover them in greater depth. It includes lesson material on topics such as keeping clean, families, gender differences, personal space, puberty, relationships. We are proposing to use the resources for Reception to Year 5; children in Year 6 will revisit the Year 5 materials. An overview can be found [here](#).

You have the right to withdraw from any sex education lessons that go beyond that of the science national curriculum. This is only part of the Science National Curriculum for Y5 and Y6.

We will also use the school nurse services to support with 'Growing Up Talks' to Y5 and Y6.

Is school the best place for discussions about Sex and Relationships?

It is widely reported that if children do not get the correct and accurate information about sex and relationships from a reliable source, they will find the information from other sources (friends, older siblings, website, tv) which may not be true or age appropriate. The information gathered during the Government consultation found that most children wanted this information and discussion to be provided in school with their teachers so that they could ask their questions in a safe space, and have them answered in an age appropriate way.

Does the new Relationships Education and RSE curriculum take account of my faith?

The RSE curriculum is designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. Our School has a Christian religious character, and we believe that teaching about Relationships builds on our Core Christian Values of Love and Equality and is in line with the Church's teaching. The Church of England's charter for Relationship, Sex and Health Education states:

'Everyone will be treated with dignity as all people are made in the image of God and loved equally by God. All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect'.

Do I have a right to withdraw my child from Relationships and Sex Education?

In a Primary School, you have the right to withdraw from any sex education lessons that go beyond that of the science national curriculum.

There is no right to withdraw from Relationships Education at Primary or Secondary school as the contents of these subjects — such as family, friendship, safety (including online safety) — are important for all children to be taught.

Has the government listened to the views of my community in introducing these subjects?

The Government undertook a wide public consultation which involved discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance. This has informed the key decisions on these subjects.

Will these subjects promote LGBTQ+ relationships?

No, these subjects don't 'promote' anything, they educate. We are teaching about equality. Our school ethos says that we are respectful of everyone. We value ourselves and all others: This means that if someone is black, they are welcome in our school; if someone uses a wheelchair, they are welcome in our school; if someone is gay they are welcome in our school. Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. RSE should meet the needs of all pupils, whatever their developing sexuality or identity — this should include age-appropriate teaching about different types of relationships in the context of the law.

In our school the teaching of LGBTQ+ will be delivered through teaching about different types of family, including those with same sex parents. All our planned learning will be taught in an age appropriate way. We want all of our children to know that their family is normal and accepted in school. Our children will interact with people from different backgrounds we want them to treat all members of the community with the same respect. Just like racism, school has a duty of care to challenge any language that may cause offence to others, whether used intentionally or not. Phrases such as "that's so gay" or "that's a girls/boys toy" when used in a negative manner may unintentionally cause offence to a child or adult. School will challenge this language if it is used by children, parents or visitors as we want everyone to feel welcome. We want our children to grow up respectful and tolerant members of our community. As they grow up, make more friends, watch tv, go to different places they will meet people who are gay or transgender. We want them to understand that this is okay that some children when they grow up may be gay. We don't want children growing up thinking something is wrong with them or with people they recognise who are gay or transgender.

My religion says that gay is wrong, so why are you teaching about different sexuality choices?

We are teaching about equality. We understand and respect all faiths. We recognise the tension that it can present. We are teaching children not to be afraid of difference but to celebrate difference. Any discussion or resources used will be to help your child be respectful and tolerant towards others. We are preparing the children for life in Britain. Britain is diverse and they are going to meet people who are different to them as they grow up.

We are teaching children that all families are different and your child as they grow up are going to meet people who live in different families. It is important that children learn about people — we are all different, we make different choices. They need to learn to be tolerant and respectful of people with different views. When they grow up they can make up their own minds about what is right and wrong.

What are the topics covered in RSE?

In school RSE topics will be taught within our Personal Social and Health Education (PSHE) curriculum. Our PSHE curriculum is split into three categories. RSE is part of the first two categories.

Relationships

Health and Mental Well-being

Wider World

Families and people who care for me	Mental Well Being	Economic Well being
Caring friendships	Internet Safety and Harm	Enterprise
Respectful Friendships	Physical Health and Fitness	Careers
Online Relationships	Healthy Eating	
Being Safe	Drug, Alcohol and Tobacco	
	Health and Prevention	
	Basic First Aid	
	Changing Adolescent Body	

Will this work prompt my children to ask challenging questions?

Possibly, your child or children trust you and will be likely to ask you questions to test your beliefs and opinions. Please don't avoid them, talk openly about diversity and equality.

How will I know what my child is being taught?

Teachers will include PHSE/RSE on the class holistic plan for the term. Some elements of this curriculum will be taught through whole school focus weeks e.g. Anti-Bullying Week; Keeping Healthy Week; Keeping Safe; SRE Week Teachers will notify parents in advance of these focus weeks.

At Wyburnbury Delves we invite visitors into school to enhance our PHSE curriculum. PCSO Nick Jarvis and his Police colleagues are regular visitors; Cheshire Fire Service; the School Nurse service etc

Our draft policy for PHSE and RSE can be found [here](#). It includes further details of the resources we are proposing to use within school.

The DfE Guidance on Relationships education, relationships and sex education (RSE) and health education can be found [here](#).

The DfE Parent Guide can be found [here](#).

In school we will be using the Christopher Winter Project Resources, their overview can be found [here](#).

And for the wider PHSE curriculum we will be using Heartsmart, their overview can be found [here](#).

Please complete our short survey about the draft policy. It can be found [here](#).

Update due to Coronavirus 2020

The DfE has confirmed that relationships and health education in primary schools and RSE and health education in secondary schools will become compulsory from September 2020 as planned; however, due to the impact of the coronavirus (COVID-19), schools are being offered flexibility on when to begin delivering these subjects within the 2020/2021 academic year.

Schools that are prepared to deliver teaching in these subjects and have met the requirements in the DfE's 'Relationships education, relationships and sex education (RSE) and health education' guidance are being encouraged to begin delivering teaching from 1 September 2020, or whenever practicable to do so within the first few weeks of the academic year. Schools that feel they will not be able to meet the requirements due to the impact of coronavirus (e.g. time lost in school and competing priorities) should start teaching the subjects as soon as practically possible, and no later than the start of the Summer term in 2021. In these cases, a phased approach should be used (if needed) when introducing the subjects.

Consultation Responses: 3 Families made a response to the survey. They all positively supported the outline and policy

'From what I've read in the policy and outline, the proposed elements to be taught to the different age groups are appropriate and I don't have a problem with them.'

'We feel having more details in oldest years and gradual build up from each year is good basis to support our child to secondary school and in his adult life'

'I completely support WD teachers being additional trusted adults to educate my child about all types of healthy and loving relationships.'