

# Ludlow Junior School



DRAFT

## Relationships and Health Education Policy

Date policy last reviewed: 24/01/24

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

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## Statement of intent

At Ludlow Junior School, we will provide age-appropriate relationships and health education (RHE) to all pupils as part of the school's statutory curriculum. Our school aims to assure parents and pupils that all aspects of RHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

RHE is compulsory in all primary schools in England. The key topics applicable have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

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 education, which is required to 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 ensures they can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based RHE 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.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education (RSHE) for all our pupils. This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born. Sex education does not go above and beyond the focus of reproduction. State-funded primary schools are also required to teach health education.

## 1. Legal framework

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

- Section 80A of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2023) 'Keeping children safe in education 2023'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Pupil Equality, Equity, Diversity and Inclusion statements
- Staff Equality, Equity, Diversity and Inclusion statements
- Child-on-child Abuse statements
- Pupil Confidentiality statements
- Anti-bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy statements
- Online Safety Policy
- Visitor Policy
- School Improvement Plan (SIP)

## 2. Roles and responsibilities

The governing board is responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link governor for RHE who supports the school and monitors any aspects of RHE included within the SIP.
- 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.

- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RHE.
- Ensuring that they are aware of all views presented by staff, pupils, parents and the wider community and make policy decisions based on their interpretation of the majority or vast majority of responses where these fit within the core purpose of this policy and the wider aims, vision and values of the school.

The executive headteacher is responsible for:

- The overall implementation of this policy in line with the agreed content and approaches
- Ensuring adequate time on school timetable to deliver RHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that parents are fully informed of this policy and the RHE resources are available to parents in a well planned and annual cycle of review and planned development of our approaches.
- Resources shared will be those explicitly linked to the core purpose of this policy but areas of learning will cross over, at times, and themes/and or content covered in this policy framework may be covered in other curriculum areas.
- Reviewing requests from parents to withdraw their children from the subjects where this is legally allowed.
- Planning discussions around requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful if withdrawal is legal and approved.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy every three years or sooner if changes in DfE guidance or the national curriculum warrant this.
- Defining the overall curriculum at Ludlow, in conjunction with the board of trustees, as Academy Trusts are not bound to follow all, or any, of the National Curriculum so a Curriculum Map will always support this work.

The RHE subject leader is responsible for:

- Overseeing the delivery of the subjects within this remit from a planning perspective
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RHE in school and that content reflects accurately the agreed content and underpinning values.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach whilst recognising that individuals will deliver lessons with a degree of individuality.

- Ensuring the subjects are age-appropriate and high-quality and up-to-date as outlined within our curriculum map and taking account of the trustee approval process.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects at the core level.
- Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum and any other aspects defined within the approved curriculum map.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils but realising that this may include challenging or different viewpoints.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum or wider Ludlow Curriculum map.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching on at least an annual basis – reflecting clearly the curriculum guidance trustees have agreed upon.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher with the support of the standards team.

The SENDCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs where accessibility and or cognitive function may be barriers to learning.
- Advising staff on the use of LSAs in order to meet pupils' individual needs and supporting improved access to the curriculum content or considering age related/developmental changes on an individual basis.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects – with vulnerability having been defined in other areas of the school's work e.g. safeguarding, wellbeing, child protection.

The appropriate 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 express views which are in line with the core remit of this policy and which may not bring the content delivered into question, from a resources perspective, whilst enabling all staff to work in ways which are honest, sensitive, appropriate and true to self. Staff must be able to demonstrate that teaching is aligned with this policy document and its guidance.
- Modelling positive attitudes to relationships, sex and health – and related matters
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENDCO to identify and respond to individual needs of pupils with SEND.

- Working with the RHE subject leader to evaluate the quality of provision.

Parents are responsible for supporting the school by endeavouring to help with:

- Enabling their children to understand that the school has an agreed curriculum to teach and that this has been set out through talking to pupils, parents, staff and governors and that decisions about content are based on the majority of views seen in the community and/or the national curriculum guidance.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content in order to help with this.
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support in this from the school where they feel it is needed.
- Supporting their child in talking about challenging, different and new ideas in a safe way.

### 3. Organisation of the curriculum

Every primary phase school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

For the purpose of this policy:

- **“Relationships education”** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- **“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.
- **“Sex education”** is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

The relationships and health curriculum takes into account the views of teachers, staff, pupils, parents and the wider community – including trustees. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. This decision is based on a wide range of resources, feedback, guidance and supportive dialogue. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately and sensitively

The school is dedicated to ensuring our curriculum meets the needs of the whole-school community with key decisions being made on a majority or vast majority basis if disputed; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs. However, this does not mean that every pupil/family viewpoint can be taught within the planned curriculum.

The school will consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Curriculum information briefings
- Letters
- Formal and informal conversations
- Lesson observation questions to pupils
- In school focus groups
- And use this to inform dialogue with trustees – who include strong parent representation

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 phone call or meeting with one of the deputy heads
- Emailing [info@ludlowjunior.org.uk](mailto:info@ludlowjunior.org.uk)

#### **4. Consultation with parents**

The school understands the important role parents play in enhancing their children's understanding of relationships and health and how important parents' views are in shaping the curriculum. The school will provide parents with frequent opportunities to understand and ask questions about the school's approach to RHE.

The school will consult closely with parents when reviewing the content of the school's RHE curriculum and will give them regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be made by the school. Trustees hold the final decision-making processes in relation to curriculum design and content and should base their decisions on a combination of recognised resources from the DfE, government approved resources, wider well recommended resources, community feedback (at majority or vast majority level) and their own understanding of the needs of pupils and their families in Key Stage 2 preparing for life in modern Britain.

The school will encourage parental access to all curriculum materials and the school will not enter into contracts with outside providers that seek to prevent parents from seeing materials.

Parents will be provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects where this is permitted

Parents will be able to view the resources that will be used to support the curriculum.

The school will work closely with parents in reviewing the sex education curriculum and will consult with them every 3 years with regard to what is covered. Core content should remain



very stable within the policy lifespan but used resources may date, become less realistic or current or require refreshing within this period and these renewed resources will be available to parents

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. Parents will also be consulted in the review of this policy and encouraged to provide their views at any time.

## **5. Relationships education overview**

### **Families and people who care for me**

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**

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**

By the end of primary school, pupils will know:

- The importance of respecting others – even when they are very different from them, 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**

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**

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, 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. Health education overview**

The focus of health education 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:

- 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 seek support and discuss their feelings with an adult.
- 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**

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 some social media, some computer games and online gaming 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**

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**

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 health.

### **Drugs, alcohol and tobacco**

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**

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**

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**

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.

## **7. Sex education**

**Although it is not statutory to deliver sex education outside of the science curriculum at primary level, 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 pupils 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.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do teach pupils sex education beyond what is required of the science curriculum.

Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with the '[Organisation of the curriculum](#)' and '[Consultation with parents](#)' sections of this policy. Parents are given the opportunity to advise on what should be taught through sex education.

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

## **8. Relationships, Health and Sex education per year group**

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school.

Below you will find the PSHE curriculum for each year group which includes relationships, health and sex education.

## Year 3

<b>Keeping/ Staying Safe</b>	<ul style="list-style-type: none"> <li>• know ways to keep yourself and others safe</li> <li>• be able to identify trusted adults around you</li> <li>• understand the differences between safe and risky choices</li> <li>• be able to recognise a range of warning signs</li> <li>• be able to spot the dangers we may find at home</li> <li>• know the importance of listening to our trusted adults</li> <li>• understand ways we can keep ourselves and others safe at home</li> </ul>
<b>Keeping/ Staying Healthy</b>	<ul style="list-style-type: none"> <li>• know, understand, and be able to practise simple safety rules about medicine</li> <li>• understand when it is safe to take medicine</li> <li>• know who we can accept medicine from</li> <li>• understand the differences between healthy and unhealthy choices</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• know that there are different types of relationships</li> <li>• know that there are different types of families</li> <li>• know the difference between appropriate and inappropriate touch</li> <li>• know why it is important to care about other people's feelings</li> <li>• understand personal boundaries</li> <li>• know who and how to ask for help</li> <li>• be able to name human body parts</li> </ul>
<b>Being Responsible</b>	<ul style="list-style-type: none"> <li>• understand the differences between borrowing and stealing</li> <li>• be able to describe how you might feel if something of yours is borrowed and not returned</li> <li>• know why it is wrong to steal</li> <li>• be able to understand the differences between being responsible and irresponsible</li> </ul>
<b>Feelings and Emotions</b>	<ul style="list-style-type: none"> <li>• be able to recognise and name emotions and their physical effects</li> <li>• know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>• understand that feelings can be communicated with and without words</li> </ul>
<b>Computer Safety</b>	<ul style="list-style-type: none"> <li>• understand how your online activity can affect others</li> <li>• be able to identify the positives and negatives of using technology</li> <li>• know who and how to ask for help</li> <li>• be able to list rules for keeping and staying safe, including chatrooms</li> <li>• be able to identify possible dangers and consequences of talking to strangers online</li> <li>• understand the difference between safe and risky choices online</li> </ul>
<b>Our World</b>	<ul style="list-style-type: none"> <li>• be able to explain the meaning of reduce, reuse, and recycle</li> <li>• recognise how we can help look after our planet</li> <li>• know how to reduce the amount of water and electricity we use</li> <li>• understand how we can reduce our carbon footprint</li> </ul>
<b>Hazard Watch</b>	<ul style="list-style-type: none"> <li>• know items that are safe and unsafe to play with</li> <li>• be able to name potential dangers in different environments</li> <li>• know what food and drink items are safe or unsafe to eat or drink</li> <li>• name dangers that can affect others, for example younger siblings</li> </ul>
<b>Fire Safety</b>	<ul style="list-style-type: none"> <li>• be able to show my knowledge of fire safety to others</li> <li>• understand the importance of being responsible and how our actions/ choices can affect others</li> <li>• be able to practise simple ways of staying safe and finding help</li> </ul>

## Year 4

<b>Keeping/ Staying Safe</b>	<ul style="list-style-type: none"> <li>• identify strategies we can use to keep ourselves and others safe</li> <li>• recognise the impact and possible consequences of an accident or incident</li> <li>• identify what is a risky choice</li> <li>• create a set of rules for and identify ways of keeping safe</li> </ul>
<b>Keeping/ Staying Healthy</b>	<ul style="list-style-type: none"> <li>• explain what is meant by a balanced diet and plan a balanced meal</li> <li>• recognise how too much sugar, salt, and saturated fat in our food and Odrink can affect us now and when we are older</li> <li>• understand nutritional information on packaged food and explain what Oit means</li> <li>• describe different ways to maintain a healthy lifestyle</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• identify the different types of relationships we can have and describe how these can change as we grow             <ul style="list-style-type: none"> <li>• explain how our families support us and how we can support our families</li> </ul> </li> <li>• identify how relationships can be healthy or unhealthy</li> <li>• understand the difference between appropriate and inappropriate touch</li> <li>• explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable</li> </ul>
<b>Being Responsible</b>	<ul style="list-style-type: none"> <li>• recognise the importance of behaving in a responsible manner in a range of situations</li> <li>• describe a range of situations where being on time is important</li> <li>• explain the importance of having rules in the home</li> <li>• describe ways that behaviour can be seen to be sensible and responsible</li> </ul>
<b>Feelings and Emotions</b>	<ul style="list-style-type: none"> <li>• recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that don't</li> <li>• describe how to support others who feel lonely, jealous, or upset</li> <li>• recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people</li> <li>• demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy</li> </ul>
<b>Computer Safety</b>	<ul style="list-style-type: none"> <li>• recognise the key values that are important in positive online relationships</li> <li>• identify the feelings that may arise from online bullying</li> <li>• develop coping strategies to use if we or someone we know is being bullied online</li> <li>• identify how and who to ask for help</li> </ul>
<b>The Working World</b>	<ul style="list-style-type: none"> <li>• identify ways in which we can help those who look after us</li> <li>• explain the positive impact of our actions</li> <li>• describe the ways in which we can contribute to our home, school, and community</li> <li>• identify the skills we may need in our future job roles</li> </ul>
<b>A world without judgement</b>	<ul style="list-style-type: none"> <li>• recognise positive attributes in others</li> <li>• explain why being different is okay             <ul style="list-style-type: none"> <li>• recognise your own strengths and goals, and understand that these may be different from those around you</li> </ul> </li> <li>• identify some of the ways we can overcome barriers and promote equality</li> </ul>

<b>First Aid</b>	<ul style="list-style-type: none"> <li>• identify and name situations that may require first aid</li> <li>• list reasons why someone may struggle to breathe</li> <li>• identify the signs of an asthma attack or choking</li> <li>• identify the signs of an allergic reaction and anaphylactic shock</li> <li>• understand the correct steps for seeking immediate emergency help</li> <li>• provide first aid treatment to someone who is struggling to breathe</li> </ul>
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## Year 5

<b>Keeping/ Staying Safe</b>	<ul style="list-style-type: none"> <li>• identify strategies we can use to keep ourselves and others safe</li> <li>• recognise ways to manage peer pressure</li> <li>• explain the potential outcomes that may happen when we take risks</li> <li>• recognise the impact and possible consequences of an accident or incident</li> </ul>
<b>Keeping/ Staying Healthy</b>	<ul style="list-style-type: none"> <li>• explain some of the risks associated with smoking (physical, social, and (legal) and name the addictive ingredient found in cigarettes, e-cigarettes, etc.</li> <li>• describe how smoking can affect your immediate and future health and wellbeing</li> <li>• give reasons why someone might start and continue to smoke</li> <li>• identify and use skills and strategies to resist any pressure to smoke</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• know that identity is made up of different elements including appearance, likes, beliefs, sex, age, gender, sexual orientation, race</li> <li>• recognise the impact words can have on people.</li> <li>• describe the changes that males and females may go through during puberty</li> <li>• identify why our bodies go through puberty</li> <li>• develop coping strategies to help with the different stages of puberty</li> </ul>
<b>Being Responsible</b>	<ul style="list-style-type: none"> <li>• recognise why we should take action when someone is being unkind</li> <li>• describe caring and considerate behaviour, including the importance of looking out for others</li> <li>• demonstrate why it is important to behave in an appropriate and responsible way</li> <li>• identify how making some choices can impact others' lives in a negative way</li> </ul>
<b>Feelings and Emotions</b>	<ul style="list-style-type: none"> <li>• recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant</li> <li>• explain how feelings can be communicated with or without words</li> <li>• recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</li> <li>• demonstrate a range of strategies to help control and manage unpleasant/ uncomfortable emotions, such as anger</li> </ul>
<b>Computer Safety</b>	<ul style="list-style-type: none"> <li>• list reasons for sharing images online</li> <li>• identify rules to follow when sharing images online</li> <li>• describe the positive and negative consequences of sharing images online</li> <li>• recognise possible influences and pressures to share images online</li> </ul>
<b>The Working World</b>	<ul style="list-style-type: none"> <li>• understand and explain why people might want to save money</li> <li>• identify ways in which you can help out at home</li> <li>• budget for items you would like to buy</li> <li>• recognise ways to make money and the early stages of enterprise</li> </ul>



<b>A world without judgement</b>	<ul style="list-style-type: none"> <li>• identify some of the ways in which we are different and unique</li> <li>• explain some of the elements which help us to have a diverse community <ul style="list-style-type: none"> <li>• describe strategies to overcome barriers and promote diversity and inclusion</li> </ul> </li> </ul>
<b>First Aid</b>	<ul style="list-style-type: none"> <li>• complete a primary survey for first aid</li> <li>• demonstrate the recovery position for an unresponsive breathing casualty</li> <li>• know when to deliver CPR</li> <li>• demonstrate how to do CPR</li> <li>• know when to call for emergency help</li> </ul>

## Year 6

<b>Keeping/ Staying Safe</b>	<ul style="list-style-type: none"> <li>• identify a range of danger signs</li> <li>• develop and name strategies that can help keep ourselves and others safe</li> <li>• recognise the impact and possible consequences of an accident or incident</li> </ul>
<b>Keeping/ Staying Healthy</b>	<ul style="list-style-type: none"> <li>• identify what is a risky choice</li> <li>• identify the risks associated with alcohol</li> <li>• describe how alcohol can affect your immediate and future health</li> <li>• develop and recognise skills and strategies to keep safe</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• describe the characteristics of a loving relationship</li> <li>• know that there are different types of relationships</li> <li>• know that sexual orientation is a protected characteristic</li> <li>• explain the terms 'conception' and 'reproduction'</li> <li>• describe the function of the female and male reproductive systems</li> <li>• identify the various ways adults can have a child</li> <li>• explain the different stages of pregnancy</li> <li>• identify the laws around consent</li> </ul>
<b>Being Responsible</b>	<ul style="list-style-type: none"> <li>• explain what consent means</li> <li>• recognise the importance of being honest and not stealing</li> <li>• explain why it is important to have a trusting relationship between friends and family</li> <li>• identify how making some choices can impact others' lives in a negative way</li> </ul>
<b>Feelings and Emotions</b>	<ul style="list-style-type: none"> <li>• recognise our thoughts, feelings, and emotions</li> <li>• identify how we can reduce our feeling of worry</li> <li>• explain how we can support others who feel worried</li> <li>• recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</li> </ul>
<b>Computer Safety</b>	<ul style="list-style-type: none"> <li>• list the key applications that we may use now, and in the future</li> <li>• know and understand why some applications have age restrictions</li> <li>• identify ways to keep yourself and others safe in a range of situations online and offline</li> <li>• recognise that people may not always be who they say they are online</li> </ul>
<b>The Working World</b>	<ul style="list-style-type: none"> <li>• know and understand various money-related terms</li> <li>• recognise some of the ways in which we can spend money via technology</li> <li>• describe the potential impact of spending money without permission</li> <li>• identify strategies to save money</li> </ul>

<b>A world without judgement</b>	<ul style="list-style-type: none"> <li>• understand that there are a wide range of religions and beliefs in the UK</li> <li>• explain each of the British values</li> <li>• create a range of values for your educational setting</li> <li>• explain how all religions can live in cohesion</li> </ul>
<b>First Aid</b>	<ul style="list-style-type: none"> <li>• identify a range of situations that may require first aid</li> <li>• understand how to support someone with a minor burn or scald</li> <li>• understand how to support someone who is having a heart attack</li> <li>• understand how to support someone with a fractured bone</li> <li>• know when to call for medical help</li> </ul>

**Core reference points include:**

- **DfE recommended resources**
- **PSHE Association**
- [www.1decision.co.uk](http://www.1decision.co.uk)
- **No Outsiders**

## **9. Delivery of the curriculum**

The relationships and health curriculum will be delivered as part of our PSHE curriculum.

The school will ensure that keeping children safe and preventative education remain at the heart of PSHE subjects.

Sex education will be delivered through the science curriculum and the PSHE curriculum.

Through effective organisation and delivery of the subject, the school 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.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional development. The school will ensure 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. Lesson plans will provide appropriate challenge for pupils and be taught/delivered/structured for pupils' needs taking into account their development and cognitive awareness

### **Curriculum organisation**

Pupils will receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The RHE programme is delivered through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- Circle time
- Use of external agencies and/or services
- School ethos

- Small group work
- Cross curricular links
- Assemblies
- Enrichment days and weeks
- Trips and visits

### **Terminology**

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts.

### **Dealing with difficult questions**

The school will support teaching staff to feel comfortable to answer questions from pupils, by providing regular CPD training in how to deliver sex education, including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching RHE is so important. The school will encourage teaching staff to refer questions they feel ill-equipped to answer to the RHE subject leader for advice or support in handling the question.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

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

- Cumulative quizzes
- Whiteboard work
- Written work
- Group presentations
- Group tasks
- Discussions
- Anonymous online surveys or questionnaires

## **10. Working with external experts**

The school may invite guest speakers into school to talk on issues related to RHE, e.g. an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. All resources used by guest speakers will be available to parents to view prior to lesson delivery.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- 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.
- 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. Equality and accessibility**

The school understands its responsibilities in relation to the Equality Act 2010; specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics.

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that RHE programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

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 a pupil group if there was evidence that they were being disproportionately subjected to negative behaviours or treatment.

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.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that RHE may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the senior team to discuss this.

## 12. Curriculum links

The school seeks opportunities to draw links between RHE and other curriculum subjects wherever possible to enhance pupils' learning. RHE 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.

## 13. Withdrawing from the subjects

RHE are statutory at primary and parents do not have the right to withdraw their child from the subjects.

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

The headteacher will automatically 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; 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. The headteacher will plan discussions 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.

The headteacher will keep a record of the discussion between the school, the pupil and the parent. The parent will be informed in writing of the headteacher's decision.

Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

## 14. Behaviour

The school aims to foster a culture based on mutual respect and understanding for one another, and as such, has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the RHE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. 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. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

The headteacher will decide whether it is appropriate to notify the police or a partner agency.

## **15. Staff training**

All teaching staff at the school will undergo training on an annual basis to ensure they are up-to-date with the RHE programme and associated issues 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, such as 'sexting', which may need to be addressed in relation to the programme.

## **16. Confidentiality**

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's Child Protection and Safeguarding Policy should be followed.

Pupils will be informed prior to delivery of RHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL and the pupils will be informed of the procedure. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's Disciplinary Policy and Procedure.

## **17. Quality of education**

The RHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

## **18. Monitoring and review**

The governing board is responsible for approving this policy.

This policy will be reviewed on 3 yearly basis by the RHE subject leader and headteacher. The next scheduled review date for this policy is March 2027. 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.

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