Linchfield Academy

Relationships, Sex Education and Health Education Policy 2024-2025

Relationships, Sex Education and Health Education Policy

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Statement of intent

At Linchfield Academy, 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 must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. State-funded primary schools are also required to teach health 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.

'Today's children and young people are growing up in an increasingly complex world
and living their lives seamlessly on and offline. This presents many positive and exciting
opportunities, but also challenges and risks. In this environment, children and young people need to
know how to be safe and healthy, and how to manage their academic personal
and social lives in a positive way.'
DfE Guidance on Relationships Education, Sex Education and Health Education 2019

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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
- 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'
- DfE (2021) 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following school policies:
- Child Protection and Safeguarding Policy
- Behavioural Policy
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- Equality, Equity, Diversity and Inclusion Policy
- Peer-on-peer Abuse Policy
- Pupil Confidentiality Policy
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Online Safety Policy
- Visitor Policy

2. Roles and responsibilities

The Local School 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.
- 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.

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.

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- 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.

The relationships, sex and health education subject leader is responsible for:
- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- 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.

All teachers are responsible for:
- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Modelling and implementing the school values

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- 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.

The SENCO/Inclusion Lead 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

Every primary 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 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.
- "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.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs. For example, if there were to be a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

We consult with parents, pupils and staff in the following ways:
- **Questionnaires and surveys**
- **Focus groups**
- **Meetings**
- **Training sessions**
- **Newsletters and letters**

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 enquiries@linchfield-cit.co.uk**
- **Submitting written feedback into the suggestions box in the school office.**

4. Consultation with parents

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. 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.

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

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 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

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.

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- 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 (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

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.

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- 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

The school is free to determine, within the statutory curriculum content outlined in section 5, what pupils are taught during each year group.

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

A progressive curriculum is planned, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

Foundation Stage

Beginning and Belonging
• How am I special and what is special about other people in my class?
• What have I learnt to do and what would I like to learn next?
• How do we welcome new people to our class?
• What can I do to make the classroom a safe and happy place?
• How can I play and work well with others?
• How can I respect the needs of others?
• How does my behaviour make other people feel?

My Family and Friends - Including Anti-bullying
• Who are my special people and why are they special to me?
• Who is my family and how do we care for each other?
• What is a friend?
• How can I be a good friend?
• How do I make new friends?
• How can I make up with friends when I have fallen out with them?
• How does what I do affect others?
•Do I know what to do if someone is unkind to me?

My Emotions
• Can I recognise and show my emotions?
• Can I recognise emotions in other people and say how they are feeling?
• Do I know what causes different emotions in myself and other people?
• How do I and others feel when things change?
• Do I know simple ways to make myself feel better?
• How can I help to make other people feel better

Year 1

Beginning and Belonging
• Do I understand simple ways to make sure my school is a safe, happy place?
• How can I get to know the people in my class?
• How do I feel when I am doing something new?
• How can I make someone feel welcome in class?
• What helps me manage in new situations?
• Who can help me at home and at school?

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My Emotions
• What am I good at and what is special about me?
• How can I stand up for myself?
• Can I name some different feelings?
• Can I describe situations in which I might feel happy, sad, cross etc?
• How do my feelings and actions affect others?
• How do I manage some of my emotions and associated behaviours?
• What are the different ways people might relax and what helps me to feel relaxed?
• Who do I share my feelings with?

Managing Change
• How are my achievements, skills and responsibilities changing and what else might change?
• How might people feel during times of loss and change?
• How do friendships change?
• What helps me to feel calmer when I am experiencing strong emotions linked to loss and change?
• How might people feel when they lose a special possession?
• When can I make choices about changes?

Year 2

Family and Friends
• Can I describe what a good friend is and does and how it feels to be friends?
• Why is telling the truth important?
• What skills do I need to choose, make and develop friendships?
• How might friendships go wrong, and how does it feel?
• How can I try to mend friendships if they have become difficult?
• What is my personal space and how do I talk to people about it?
• Who is in my family and how do we care for each other?
• Who are my special people, why?

Anti-bullying
• Why might people fall out with their friends?
• Can I describe what bullying is?
• Do I understand some of the reasons people bully others?
• Why is bullying never acceptable or respectful?
• How might people feel if they are being bullied?
• Who can I talk to if I have worries about friendship difficulties or bullying?
• How can I be assertive?
• Do I know what to do if I think someone is being bullied?
• How do people help me to build positive and safe relationships?
• What does my school do to stop bullying?

Year 3

Beginning and Belonging
• What is my role in making my school a place where we can learn happily and safely?
• How can we build relationships in our class and how does this benefit me?
• What does it feel like to be new or to start something new?
• How can I help children and adults feel welcome in school?
• What helps me manage a new situation or learn something new?
• Who are the different people in my network who I can ask for help?

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My Emotions

• Why is it important to accept and feel proud of who we are?
• What does the word 'unique' mean and what do I feel proud of about myself?
• Why is mental wellbeing as important as physical wellbeing?
• How can I communicate my emotions?
• Can I recognise some simple ways to manage difficult emotions?
• What does it mean when someone says I am "over reacting" and how do I show understanding towards myself and others?
• How do my actions and feelings affect the way I and others feel?
• How do I care for other people's feelings?
• Who can I talk to about the way I feel?
• How can I disagree without being disagreeable?

Year 4

Family and Friends

• How do good friends behave on and offline and how do I feel as a result?
• What is a healthy friendship and how does trust play an essential part?
• What skills do I need for choosing, making and developing friendships and how effective are they?
• How can I help to resolve disagreements positively by listening and compromising?
• Can I empathise with other people in a disagreement?
• How can I check with my friends that their personal boundaries have not been crossed?
• How do my family members help each other to feel safe and secure even when things are tough?
• Who is in my network of special people now and how do we affect and support each other?

Anti-bullying

• How are falling out and bullying different?
• How do people use power when they bully others?
• What are the key characteristics of different types of bullying?
• How can lack of respect and empathy towards others lead to bullying?
• What is the difference between direct and indirect forms of bullying?
• What are bystanders and followers and how might they feel?
• Do I understand that bullying might affect how people feel for a long time?
• How can I support people I know who are being bullied by being assertive?
• How does my school prevent bullying and support people involved?

Managing Change

• What changes have I and my peers already experienced and what might happen in the future?
• What helps me when I'm experiencing strong emotions due to loss or change?
• What strategies help me to thrive when my friendships change?
• How might I behave when I feel strong emotions linked to loss and change?
• How might people feel when loved ones or pets die, or they are separated from them for other reasons?
• What changes might people welcome and how can they plan for these?

Year 5

Beginning and Belonging

• What are my responsibilities for making sure everyone in school feels happy and safe?
• How can I take responsibility for building relationships in my school and how does this benefit us all?
• How might different people feel when starting something new and how can I help?
• How do we make people feel welcome and valued in and out of school?
• What helps me to be resilient in a range of new situations?

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• Are there more ways I can get help now and how do I seek support?

My Emotions

• How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing?
• What does it mean to have a 'strong sense of identity' & 'self-respect'?
• What can I do to boost my self-respect?
• How do I manage strong emotions?
• How can I judge if my own feelings and behaviours are appropriate & proportionate?
• How do I recognise how other people feel and respond to them?
• What is loneliness and how can we manage feelings of isolation?
• How common is mental ill health and what self-care techniques can I use?
• How and from whom do I get support when things are difficult?

Year 6

Family and Friends

• What are the characteristics of healthy friendships on and offline and how do they benefit me?
• How do trust and loyalty feature in my relationships on and offline?
• What are the benefits and risks of making new friends, including those I only know online?
• Can I always balance the needs of family & friends & how do I manage this?
• Can I communicate, empathise & compromise when resolving friendship issues?
• How can I check that my friends give consent on and offline?
• How do people in my family continue to support each other as things change?
• Who are in my networks, on & offline, and how have these, changed and how do we support each other?

Anti-bullying

• Can I explain the differences between friendship difficulties and bullying?
• Can I define the characteristics and different forms of bullying?
• How do people use technology & social media to bully others and how can I help others to prevent and manage this?
• What do all types of bullying have in common?
• Might different groups experience bullying in different ways?
• How can people's personal circumstances affect their experiences?
• How does prejudice sometimes lead people to bully others?
• Can I respond assertively to bullying, online and offline?
• How might bullying affect people's mental wellbeing and behaviour?
• How and why might peers become colluders or supporters in bullying situations?
• Can I identify ways of preventing bullying in school and the wider community?

Managing Change

• What positive and negative changes might people experience?
• How do people's emotions evolve over time as they experience loss and change?
• How can I manage the changing influences and pressures on my friendships and relationships?
• What different strategies do people use to manage feelings linked to loss and change and how can I help?
• How might people whose families change feel?
• When might change lead to positive outcomes for people?
• What positive and negative changes have I experienced and how have these experiences affected me?
What strategies will help me to thrive when I move to my next school?

7. Health education overview

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

Mental wellbeing

By the end of primary school pupils will know:
- 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 are 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.

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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.

8. Health education per year group

The school is free to determine, within the statutory curriculum content outlined in section 7, what pupils are taught during each year group.

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

A progressive curriculum is planned, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

Reception

Healthy Lifestyles
• What things can I do when I feel good and healthy?
• What can't I do when I am feeling ill or not so healthy?
• What can I do to help keep my body healthy?
• Do I understand why food and drink are good for us?
• Do I understand what exercise is and why it is good for us?
• Do I understand why rest and sleep are good for

My Body and Growing Up
• What does my body look like?
• How has my body changed as it has grown?
• What can my body do?
• What differences and similarities are there between our bodies?
• How can I look after my body and keep it clean?
• How am I learning to take care of myself and what do I still need help with?
• Who are the members of my family and trusted people who look after me?
• How do I feel about growing up?

Keeping Safe (Including Drug Education)
• What do I think I have to keep safe from?
• How do I know if something is safe or unsafe?
• Do I understand simple safety rules for when I am at home, at school and when I am out and about?
• Can I say 'No!' if I feel unsure about something and it does not feel safe or good?
• Can I ask for help and tell people who care for me if I am worried or upset?
• Who are the people who help to keep me safe?
• What goes on to and into my body and who puts it there?
• Why do people use medicines?
• What are the safety rules relating to medicines and who helps me with these?

Year 1

Healthy Lifestyles
• How can I stay as healthy as possible?
• What does it feel like to be healthy?
• What does healthy eating mean and why is it important?
• Why is it important to be active & what are the opportunities for physical activity?
• What foods do I like and dislike and why?
• What can help us eat healthily?

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• Why do we need food?
• What healthy choices can I make?

Personal Safety

• Can I identify different feelings and tell others how I feel?
• Which school/classroom rules are about helping people to feel safe?
• Can I name my own Early Warning Signs?
• How do I know which adults and friends I can trust?
• Who could I talk with if I have a worry or need to ask for help?
• What could I do if a friend or someone in my family isn't kind to me?
• Can I identify private body parts and say 'no' to unwanted touch?
• What could I do if I feel worried about a secret?
• What could I do if something worries or upsets me when I am online?

Managing Safety and Risk

• What are risky situations and how do they make me feel?
• What is my name, address and phone number and when might I need to give them?
• What is an emergency and who can help?
• What makes a place or activity safe for me?
• What are the benefits and risks for me when walking near the road, and how can I stay safer?
• What are the benefits and risks for me in the sun and how can I stay safer?
• What do I enjoy when I'm near water and how can I stay safer?
• What are the risks for me if I am lost and how can I get help?
• How can I help to stop simple accidents from happening and how can I help if there is an accident?

Year 2

Digital Lifestyles

• What are some examples of ways in which I use technology and the internet and what are the benefits?
• What is meant by "identity" and how might someone's identity online be different from their identity in the physical world?
• What are some examples of online content or contact which might mean I feel unsafe, worried or upset?
• What sort of information might I choose to put online and what do I need to consider before I do so?
• When might I need to report something and how would I do this?
• What sort of rules can help to keep us safer and healthier when using technology?
• Who can help me if I have questions or concerns about what I experience online or about others' online behaviour?

Drug Education

• Which substances might enter our bodies, how do they get there and what do they do?
• What are medicines and why and when do some people use them?
• When and why do people have an injection from a doctor or a nurse?
• Who is in charge of what medicine I take?
• What different things can help me feel better if I feel poorly?
• How can I keep safe with medicines and substances at home and at school?
• What is persuasion and how does it feel to be persuaded?

Year 3

Managing Safety and Risk
• How do I feel in risky situations and how might my body react?
• Can I make decisions in risky situations and might my friends affect these decisions?

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• When might I meet adults I don't know & how can I respond safely?
• What actions could I take in an emergency or accident and how can I call the emergency services?
• What are the benefits of using the roads and being near water and how can I reduce the risks?
• How is fire risky and how can I reduce the risks?
• How do I keep myself safe during activities and visits?
• How can I stop accidents happening at home and when I'm out?

Digital Lifestyles
• How might my use of technology change as I get older, and how can I make healthier and safer decisions?
• How does my own and others' online identity affect my decisions about communicating online?
• How might people with similar likes & interests get together online?
• Can I explain the difference between "liking" and "trusting" someone online?
• What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact?
• When looking at online content, what is the difference between opinions, beliefs and facts?
• Why is it important to ration the time we spend using technology and/or online?
• How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it?
• Why are social media, some computer games, online gaming and TV/films age restricted and how does

Healthy Lifestyles
• What does healthy eating and a balanced diet mean?
• What is an active lifestyle and how does it help me to be healthier?
• What is mental wellbeing and how is it affected by my physical health?
• How much sleep do I need & what happens if I don't have enough?
• How do nutrition and physical activity work together?
• How can I plan and prepare simple, healthy meals safely?
• How can I look after my teeth and why is it important?
• Who is responsible for my lifestyle choices and how are these choices influenced?

Year 4

Drug Education
• What medical & legal drugs do I know about, and what are their effects?
• Who uses and misuses legal drugs?
• Why do some people need medicine and who prescribes it?
• What are immunisations and have I had any?
• What are the safety rules for storing medicine and other risky substances?
• What should I do if I find something risky, like a syringe?
• What do I understand about how friends and the media persuade and influence me?

Personal Safety
• How do I recognise my own feelings and communicate them to others?
• Which school/classroom rules are about helping people to feel safe?
• Can I recognise when my Early Warning Signs are telling me I don't feel safe?
• What qualities do trusted adults and trusted friends have?
• Who is on my personal network and how can I ask them for help?
• What could I do if I feel worried about a friendship or family relationship?
• What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted?
• How can I decide if a secret is safe or unsafe?
• How can I keep safe online?

Year 5

Managing Safety and Risk
• When might it be good for my mental health for me to take a risk?
• What are the possible benefits and consequences of taking physical, emotional and social risks?
• When am I responsible for my own safety as I get older and how can I keep others safer?
• How can I safely get the attention of a known or unknown adult in an emergency?
• Can I carry out basic first aid in common situations, including head injuries?
• What are the benefits of cycling and walking on my own and how can I stay safer?
• How can being outside support my wellbeing & how do I keep myself safe in the sun?
• What are the benefits of using public transport and how can I stay safe near railways?
• How can I prevent accidents at school and at home, now that I can take more responsibility?

Digital Lifestyles
• What are some examples of how I use the internet, the services it offers, and how do I make decisions?
• What are the principles for my contact and conduct online, including when I am anonymous?
• How can I critically consider my online friendships, contacts and sources of information, and make positive contributions?
• How might the media shape my ideas about various issues and how can I challenge or reject these?
• Can I explain some ways in which information and data is shared and used online?
• How can online content impact on me positively or negatively?
• What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these?
• What are some ways of reporting concerns and why is it important to persist in asking?
• Can I identify, flag and report inappropriate content?

Year 6

Drug Education
• What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them?
• How does drug use affect the way a body or brain works?
• How do medicines help people with different illnesses?
• What immunisations have I had or may I have in future and how do they keep me healthy?
• What is drug misuse?
• What are some of the laws about drugs?
• How can I assess risk, recognise peer influence & respond assertively?
• When and how should I check information about drugs?

Personal Safety
• How do I recognise my own feelings and consider how my actions may affect the feelings of others?
• Can I use my Early Warning Signs to judge how safe I am feeling?
• How do I judge who is a trusted adult or trusted friend?
• How can I seek help or advice from someone on my personal network and when should I review my network?
• How could I report concerns of abuse or neglect?
• Can I identify appropriate & inappropriate or unsafe physical contact?
• How do I judge when it is not right to keep a secret and what action could I take?
• How can I recognise risks online and report concerns?
• What strategies can I use to assess risk and help me feel safer when I am feeling unsafe?

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9. Sex education

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.

Reception

N/A

Year 1

N/A

Year 2

Relationships and Sex Education
• What are the names of the main parts of the body?
• What can my amazing body do?
• When am I in charge of my actions and my body?
• How can I keep my body clean?
• How can I avoid spreading common illnesses and diseases?

Relationships and Sex Education
• How do babies change and grow? (Statutory NC Science Y2)
• How have I changed since I was a baby? (Statutory NC Science Y2)
• What's growing in that bump? (Sex Education/NC Science)
• What do babies and children need from their families?
• Which stable, caring relationships are at the heart of families I know?
• What are my responsibilities now I'm growing up?

Year 3

Relationships and Sex Education

• How are male and female bodies different and what are the different parts called?
• When do we talk about our bodies, how they change, and who do we talk to?
• What can my body do and how is it special?
• Why is it important to keep myself clean?
• What can I do for myself to stay clean and how will this change in the future?
• How do different illnesses and diseases spread and what can I do to prevent this?

Year 4

Relationships and Sex Education

• What are the main stages of the human life cycle? Science
• How did I begin? Sex Education
• What does it mean to be 'grown up'?
• What am I responsible for now and how will this change?
• How do different caring, stable, adult relationships create a secure environment for children to grow up?

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Year 5

Only taught within the Science Curriculum

Year 6

Relationships and Sex Education
• What are different ways babies are conceived and born? (Sex Education)
• What effect might puberty have on people's feelings and emotions?
• How can my words or actions affect how others feel, and what are my responsibilities?
• What should adults think about before they have children?
• Why might people get married or become civil partners?
• What are different families like?

ECONOMIC WELLBEING

Economic wellbeing is a vital part of PSHE education and has a clear impact on health and relationships, so this resource will serve teachers well when planning their programmes

Foundation

N/A

Year 1

N/A

Year 2

Financial Capability
• Where does money come from and where does it go when we 'use' it?
• How might I get money and what can I do with it?
• How do we pay for things?
• What does it mean to have more or less money than you need?
• How do I feel about money?
• How do my choices affect me, my family, others?
• What is a charity?

Year 3

N/A

Year 4

Financial Capability
• What different ways are there to earn and spend money?
• What do saving, spending and budgeting mean to me?
• How can I decide what to spend my money on and choose the best way to pay?
• What might my family have to spend money on?
• What is 'value for money'?
• How do my feelings about money change?
• How do my choices affect my family, the community, the world and me?

Year 5

N/A

Year 6

Financial Capability

• What different ways are there to gain money?
• What sort of things do adults need to pay for?
• How can I afford the things I want or need?
• How can I make sure I get 'value for money'?
• Why don't people get all the money they earn?
• How is money used to benefit the community or the wider world?
• What is poverty?

CITIZENSHIP

Citizenship is part of a non-statutory National Framework. ... It is helpful for teachers and children to understand the relationship between the Citizenship and PSHE and make connections between the personal and public aspects of learning.

Foundation

Citizenship 2
Me and My World

• Who are the people who help to look after me and my school
• How can I help to look after my school?
• How can I help to care for my things at home?
• Where do I live and what are the different places and features in my neighbourhood?
• Who are the people who live and work in my neighbourhood including people who help me?
• How can we look after the local neighbourhood and keep it special for everybody?
• What do animals and plants need to live and how can I help to take care of them?
• What is money and why do we need it?
• How do we save money?

Year 1

Citizenship
Diversity and Communities

• What makes me 'me', what makes you 'you'?
• Do all boys and all girls like the same things?
• What is my family like and how are other families different?
• What different groups do we belong to?
• What is a stereotype and can I give some examples?
• Who helps people in my locality and what help do they need?
• What does 'my community' mean and how does it feel to be part of it?
• How do people find out about what is happening in my community?
• How do we care for animals and plants?
• How can I help look after my school?

Year 2

Rights, Rules & Responsibilities

• How do rules make me feel happy and safe?
• How do I take part in making rules?
• Who looks after me and what are their responsibilities?
• What jobs and responsibilities do I have in school and at home?
• Can I listen to other people, share my views and take turns?
• Can I take part in discussions and decisions in class?

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Year 3

Citizenship
Diversity and Communities
• What have we got in common and how are we different?
• How might others' expectations of girls and boys affect people's feelings and choices?
• How are our families the same and how are they different?
• Do people who live in my locality have different traditions, cultures and beliefs?
• How does valuing diversity benefit everyone?
• Why are stereotypes unfair and how can I challenge them?
• How do people in my locality benefit from being part of different groups?
• What are the roles of people who support others with different needs in my community?
• How does the media work in my community?
• How can we care for the local environment and what are the benefits?
• What do animals need, and what are our responsibilities?

Citizenship
Working Together
• What am I good at and what are others good at?
• What new skills would I like or need to develop?
• How well can I listen to other people?
• How do I ask open questions?
• How can I share my views and opinions effectively?
• How can different people contribute to a group task?
• How can I persevere and overcome obstacles to my learning?
• How can I work well in a group?
• What is useful evaluation?
• How do I give constructive feedback and receive it from others?

Year 4

Citizenship

Rights, Rules & Responsibilities

• What does it mean to be treated and to treat others with respect?
• Who are those in positions of authority within our school and communities and how can we show respect?
• Why do we need rules at home and at school?
• What part can I play in making and changing rules?
• What do we mean by rights and responsibilities?
• What are my responsibilities at home and at school?
• How do we make democratic decisions in school?
• What is a representative and how do we elect them?

Year 5

Citizenship

Working Together

• What are my strengths and skills and how are they seen by others?
• What helps me learn new skills effectively?
• What would I like to improve and how can I achieve this?
• How could my skills and strengths be used in future employment?
• What are some of the jobs that people do?
• How can I be a good listener to other people?
• How can I share my views effectively and negotiate with others to reach agreement?

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• How can I persevere and help others to do so?
• How can I give, receive and act on sensitive and constructive feedback?

Citizenship

Diversity and Communities

• How do other people's perceptions, views and stereotypes influence my sense of identity?
• How do views of gender affect my identity, friendships, behaviour & choices?
• What are people's different identities, locally and in the UK?
• How can I show respect to those with different lifestyles, beliefs & traditions?
• What are the negative effects of stereotyping?
• Which wider communities & groups am I part of & how does this benefit me?
• What are voluntary organisations and how do they make a difference?
• What is the role of the media and how does it influence me and my community?
• Who cares for the wider environment and what is my contribution?

Year 6

Citizenship

Rights, Rules & Responsibilities

• What are the conventions of courtesy & manners and how do these vary?
• How does my behaviour online affect others & how can I show respect?
• Why is it important to keep my personal information private, especially online?
• How can I contribute to making and changing rules in school?
• How else can I make a difference in school?
• What are the basic rights of children and adults?
• Why do we have laws in our country?
• How does democracy work in our community and in our country?
• What do councils, councillors, parliament and MPs do?
• Can I take part in a debate and listen to other people's views?

10. Delivery of the curriculum

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

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.

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. 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 differentiated for pupils' needs.

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.

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.

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Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

At the point we consider it appropriate to teach pupils about sexual relationships, we will ensure that LGBTQ+ content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. 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. 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 Online Safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. 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. 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.

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 in a manner appropriate to the pupil's age.

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.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

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, sex and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:
- **Tests**
- **Written assignments**
- **Group presentations**

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- **Group tasks**
- **Projects**

11. Working with external experts

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. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

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.

12. 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 because of their protected characteristics. These include:
- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. 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.

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.

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 of sexual harassment 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.

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

The school understands that relationships, sex, and health education 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 school's designated wellbeing lead to discuss this.

13. Curriculum links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. 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

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 discuss with the parent, the benefits or 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 themselves, 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.

15. Behaviour

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

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. 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 Behavioural Policy and Anti-Bullying Policy.

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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

All staff members at the school will undergo training to ensure they are up-to-date with the relationship, sex and health education programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training, led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

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

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. 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.

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. 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

The relationships, sex and health education 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**
- **Topic feedback forms**
- **Learning walks**
- **Work scrutiny**
- **Lesson planning scrutiny**

The relationships, sex and health education subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and RSE link governor, e.g. through review meetings, to evaluate the effectiveness of the subjects and implement any changes.

19. Monitoring and review

The governing board is responsible for approving this policy.

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 **October 2025**. 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.

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