

## PSHE and Relationship, Sex and Health Education Policy

The following policy refers to PSHE and Relationships, Sex and Health education at Valley Invicta Primary School at Leybourne Chase.

As a right's respecting school, we recognise the following rights within the United Nations Convention on the Rights of the Child as being central to this policy and curriculum:

- Article 1 (definition of the child) - everyone under the age of 18 has all the rights in the convention.
- Article 2 (non-discrimination) - the Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- Article 3 (best interests of the child) - the best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 6 (life, survival and development) - every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.
- Article 12 (respect for the views of the child) - every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.
- Article 13 (freedom of expression) - every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- Article 14 (freedom of thought, belief and religion) - every child has the right to think and believe what they chose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.
- Article 16 (right to privacy) - every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.
- Article 17 (access to information from the media) - every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.
- Article 19 (protection from violence, abuse and neglect) - governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
- Article 24 (health and health services) - every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

- Article 28 (right to education) - every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.
- Article 29 (goals of education) - education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## **1. Introduction**

At Valley Invicta Primary School at Leybourne Chase, our RSE/PSHE curriculum aims to enable the children at our school to become healthy, responsible and respectful members of society. Through the curriculum and the school's engagement with the Rights Respecting School's Award (RRSA) programme, the children are encouraged to become wider thinkers, allowing them to tackle a number of the social, moral, spiritual and cultural issues that are part of growing up. The aim of the curriculum is to provide our children with a 'safe' environment where they can learn about relationships, being healthy in mind and body, staying safe and what it means to be part of a community. Engaging with this curriculum, and developing their understanding of their rights set out within the United Nations Convention on the Rights of the Child (UNCRC), should encourage our children to recognise their self-worth, foster critical thinking skills and empower them to speak out on local and global issues, developing well-rounded, respectful global citizens.

### **1.1 Definition**

We define 'relationships, sex and health education' as providing children with the opportunity to know more, remember more and understand more about families, caring friendships, people who care for me, being safe, respectful relationships (including online), money, rights, growing up and puberty. At VIPS at Leybourne Chase, Sex Education is also covered in Relationships Education (see appendix 1) as well as aspects of sex education being covered in the Science National Curriculum (see appendix 2). Sex education is defined in this policy as, preparing boys and girls for the changes that adolescence brings (including puberty, gender identity and sexual orientation) and the scientific process of how a baby is conceived and born.

Relationships Education contributes to the foundation of PSHE and Spiritual, Moral, Social and Cultural (SMSC) development and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity and provides an opportunity for children to learn about fundamental British values: individual liberty, rule of law, democracy and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Relationships and Health Education is taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6, with aspects of sex education being introduced in Years 5 and 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

### **1.2 Relationships Education and Ofsted**

The 2019 Ofsted framework states that pupils should be able to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them. It also states that schools should ensure they are developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

The 2019 Ofsted framework also states:

'From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level. If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.

### **1.3 Morals and Values**

The RSE/PSHE curriculum will complement the school's Religious Education syllabus in the sense that it will be sensitive towards the established morals and values of all religions and philosophies. The school currently follows the Kent Scheme of learning for the RE curriculum. This will help to uphold the British Values of tolerance and respect.

## **2. Statutory Requirements**

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. The Department for Education (DfE) guidance states that schools should pay particular attention to the Public Sector Equality Duty (PSED).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation

(collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

New guidance from the DfE (2019), replacing the Sex and Relationship Education guidance (2000), states that the new curriculum for RSE, as outlined in this policy, will be mandatory from September 2020 (see appendix 1 - statutory requirements). As a maintained primary school, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, Relationships and Health Education is compulsory for all children in our school. Sex education is not compulsory; however, we do have to deliver sex education contained in the statutory Science Curriculum (National Curriculum 2014). Our school also delivers sex education as part of our relationships and health education (PSHE) curriculum. Parents can withdraw their child from sex education lessons that are part of the relationships and health education (PSHE) curriculum, but not of these from the statutory Science curriculum.

In teaching Relationships Education, we must have regard to guidance issued by the secretary of state as outlined under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

At VIPS at Leybourne Chase, we teach Relationships, Sex and Health Education as outlined in this policy.

### 3. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The Department for Education and Ofsted have clearly outlined aspects of Relationships Education that are statutory in all primary schools, therefore some recommendations or comments made during the consultation process may not be reflected in the final policy as our school has to ensure we are meeting statutory guidelines. The steps taken to review the policy are as follows:

1. **Review** - the PSHE lead and Headteacher looked through the existing RSE policy, alongside new national guidance for Relationships education. The working party then used this to review and re-write the school's PSHE/RSE curriculum and policy, reflecting any advice and changes at a local and national level.
2. **Staff consultation** - staff were consulted and sent a draft of the PSHE/RSE Curriculum and Policy and were invited to comment on the documents and make suggestions/amendments.
3. **Parent consultation** - the headteacher met with a group of parents to consult with them on the school's planned approach towards RSE/PSHE, sharing the draft curriculum plan. Parents were given the opportunity to offer any suggestions or comments.
4. **Pupil consultation** - pupils in Years 5 and 6 were consulted via a lesson and subsequent questionnaire around RSE at school. The results of this survey were then used to inform the curriculum and policy and to inform the delivery of RSE in our school.

5. **Governor consultation** - a draft policy was sent to governors, who were invited to comment on the policy and make suggestions/amendments.
6. **Ratification** - once amendments are made, the policy will be shared with governors and ratified. The policy will then be ratified by the governing body in June 2021.

#### 4. RSE/PSHE Curriculum Intent, Implementation, Impact:

Intent	Implementation	Impact
<ul style="list-style-type: none"> <li>• To develop and build a PSHE curriculum that encompasses and incorporates Relationships, Sex and Health Education as well as encompassing SMSC and fundamental British Values. This curriculum should encourage children to know, understand and remember more and, as a result, provide them with the knowledge and skills to access the wider curriculum and to develop them into respectful global citizens, preparing them for their lives now and their futures.</li> <li>• To design a curriculum with appropriate subject knowledge, skills and understanding to fulfil the duties of the NC whereby schools must provide a 'balanced and broadly-based curriculum</li> </ul>	<p><b>Clear, comprehensive and progressive scheme of work in line with curriculum guidelines</b></p> <p>The PSHE curriculum is split into three themes: health and wellbeing, living in the wider world and relationships. It also contains a clear RSE scheme of work within the curriculum in line with statutory guidelines coming into force (September 2020). The teaching of relationships, sex and health education is planned explicitly within each year group so that the children can know more, remember more and understand more.</p> <p><b>RSE/PSHE to be timetabled</b></p> <p>RSE/PSHE is to be on each class' timetable to ensure the curriculum is covered. RSE/PSHE will also be referenced on medium term and long term planning.</p>	<ul style="list-style-type: none"> <li>• Children will know more, remember more and understand more about PSHE/RSE.</li> <li>• Children will be able to recognise and apply the British Values of Democracy, Tolerance and mutual respect, Rule of Law and Individual Liberty.</li> <li>• Children will be able to understand the physical aspects of RSE at an age appropriate level</li> <li>• Children will recognise how their rights are respected at school and in their daily lives and will know how to, and will, respect the rights of others.</li> <li>• Children in the school will be mindful citizens and will be globally aware. They will be able to discuss global and local issues with increasing confidence.</li> </ul>

which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.

- To build a curriculum that equips children with the knowledge, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.
- To build a PSHE curriculum that incorporates the understanding of RSE so that children know how to be safe and to understand and develop healthy, respectful relationships both now and in their future lives.
- To design, and resource, an RSE programme of work within the PSHE curriculum which enables pupils to explore the complexity of the relationships they will have both now and throughout their lives.

**Weekly assemblies**

Assemblies on Mondays and Thursdays will have a clear PSHE focus and will encompass elements of British Values, rights respecting and SMSC. These assemblies will be whole school or class assemblies. Tuesday assemblies will focus on religion, further incorporating British Values into the children’s understanding.

**Title pages and vocabulary in books**

Each class will have a title page in their RSE/PSHE books containing the objectives that they will be covering that term. This will also include links to key vocabulary to promote language development and will reference the British Values and Articles within the UNCRC.

**Opportunities for pupil voice**

The curriculum has taken into account pupil contributions about what they want from a PSHE/RSE education. Children will have opportunities to reflect on their education through surveys conducted twice yearly.

**Parental consultation**

- Children will develop positive and healthy relationship with their peers both now and in the future.
- Children will demonstrate a healthy outlook towards school – attendance will be at least in-line with national and behaviour will be good.
- Children will understand the importance of healthy lifestyles and how this can impact their mental and physical health.

Parents are informed of the content of the RSE programme of work during the class transition meetings, planned information sessions, and further support/clarification will be given if required.

**Wider curriculum links**

The PSHE/RSE curriculum has been designed to fit within the school's wider curriculum themes (sustainability, tolerance and social justice, interdependence and globalisation, conflict, aspiration and inspiration, identity and diversity) allowing the children to make links across subjects and can encourage language to be used consistently by staff and pupils.

**PSHE focussed displays**

PSHE displays throughout school focus on key aspects of PSHE and exemplify the terminology used throughout the teaching of PSHE, RSE, BV and SMSC, which enables pupils to make links across the wider curriculum. PSHE, RSE, BV and SMSC displays throughout school reinforce the PSHE curriculum enabling children to make links. Displays will also make links to the rights within the UNCRC, helping to raise the profile of children's rights and to encourage the

	children to link their rights to their learning.	
--	--	--

## 5. Equal Opportunities

Valley Invicta Primary School at Leybourne Chase believes that Relationships Education should meet the needs of all pupils. Our school is committed to the provision of Relationships Education to all pupils and the differing needs of boys and girls. In some lessons in Key Stage 2, boys and girls will be taught separately when covering topics such as body changes and conception. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of Relationships Education, equal time and provision will be allocated for all groups, but there may be occasions where children with special educational needs (SEN) are given extra support. The planning and organisation of teaching strategies will be consistently reviewed e.g. through consultation with teachers. All contributions are accepted and valued, and differing opinions listened to.

## 6. Pedagogy - Delivery of RSE: Content, Delivery and Training

### *Content:*

Relationships Education is taught within the personal, social, health and economic (PSHE) education curriculum. Our school uses a progressive, thematic scheme of work to deliver PSHE and Relationships and Health Education from Reception to Year 6. Biological aspects of Relationships Education are taught within the science curriculum, and other aspects are also included in health education. A breakdown of what is covered in Science, Health Education and Relationships Education can be found in appendix 1 and 2.

The main aspects of Relationships Education are covered in the Summer Term as part of PSHE (see appendix 3) however many aspects of keeping safe, good and bad touch, healthy friendships, online safety, peer pressure, saying no, the PANTS rule, families and people who care for me, are taught throughout the school year to ensure a consistent spiraling approach to keeping safe.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:



- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education focusses on teaching children about their physical and mental health and well-being and providing strategies to support healthy, positive development, this includes:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

The above points are covered in an age appropriate way from EYFS to Year 6 (see appendix 3 for more detail). These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The changing adolescent body (puberty) is covered in Years 5 and 6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty. Puberty is part of the statutory Health Education curriculum (see appendix 1).

Sex education is covered in Year 6 only. These lessons will focus on preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born. For more information about our Relationships Education curriculum, see appendix 3.

### *Delivery:*

Relationships Education will be delivered by a member of school staff, usually the child's class teacher. If an external visitor is delivering any aspects of Relationships Education, parents will be informed. We would never use supply staff to cover sensitive lessons, such as body changes or conception.

Relationships Education is usually delivered in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups.

Relationships Education will be assessed as part of the wider PSHE curriculum.

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the school's Designated Safeguarding Lead if they are concerned.

The following are protocols teachers follow for discussion ('Ground Rules'):

- No-one (teacher or pupil) will have to answer a personal question
- No-one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
  - The appropriate person to answer that question is your parent
  - The question can be discussed one to one after class
  - The topic will be covered at a later stage in their Relationships Education

### *Training:*

All staff will have taken part in training led by the PSHE/RSE lead, alongside the Headteacher. This will allow them to have an understanding of the intent for the PSHE curriculum and know what is expected from PSHE/RSE teaching and learning. It may also be appropriate for visitors outside of school to be invited in by the PSHE/RSE lead and/or Headteacher, to provide training and support to staff when delivering RSE, e.g. NSPCC.

## **7. Child Protection**

There may be rare occasions when a teacher is directly approached by a primary aged child who is sexually active, contemplating sexual activity and/or is being sexually abused. With respect to child abuse and child protection procedures, staff will follow the school's child protection policy. The Designated Safeguarding Lead and deputies (DSL) are known by all staff and visitors. Posters are displayed in school giving this information and visitors are given an information sheet detailing this information. There is a clear policy detailing the procedures for reporting any issues that staff/visitors are concerned about (See CP Policy)

Staff will also be referred to the:

DfE's 2019 document on 'Keeping children safe in education' - statutory guidance for schools and colleges

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to safeguard children 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

## **8. Partnerships with Parents and Right to Withdraw**

Parents will be informed about the school's approach to RSE throughout the school year. This will be through:

- Newsletters
- Access to class' medium term plans
- Letters about curriculum content (where required)
- School website

The school encourages parents to discuss Relationships Education with the headteacher, PSHE lead or the child's class teacher and are invited to view materials. This policy will be available on the school website for parents.

**Parents can help by:**

- Making themselves aware of the school programme;

- Being open and honest with their children;
- Giving their children the opportunity to speak about issues discussed in school if they want to.

### **Right to Withdraw**

Parents do not have the right to withdraw their children from statutory Relationships and Health Education lessons (see outline of Relationships and Health education in appendix 1). Parents also cannot withdraw their children from the statutory Science National Curriculum (see appendix 2).

Parents have the right to withdraw their children from the non-statutory components of sex education (taught in year 6 only) within Relationships Education (see appendix 1 and 2). Requests for withdrawal from these lessons should be put in writing and addressed to the headteacher (see appendix 5). In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

If you withdraw your child from sex education lessons, the school cannot guarantee that your child will not hear about the content of lessons from other pupils e.g. on the playground, walking home from school. By withdrawing children from sex education lessons, they may seek the information from elsewhere e.g. friends, siblings and the internet. These sources of information are open to incorrect and unreliable information and can expose children to information which is not appropriate for their age.

## **9. Monitoring, reporting and evaluation**

Lauren Carlow, alongside the Headteacher when appropriate, is the member of staff who monitors the implementation of PSHE and Relationships and Health Education. This monitoring is done through book scrutiny, pupil conferencing sessions and staff focus groups. Lauren Carlow will team teach with teachers who are less confident at delivering sensitive lessons.

Relationships Education is assessed and evaluated by using the school's scheme of work, developed through consultation with examples from the PSHE Association.

## **10. SMSC and British Values:**

At VIPS at Leybourne Chase we recognise SMSC and fundamental British Values as being an integral part of our PSHE/RSE curriculum. We cover aspects of these within PSHE/RSE lessons, but also within other aspects of school life such as assemblies.

<b>SPIRITUAL</b>	<b>MORAL</b>	<b>SOCIAL</b>	<b>CULTURAL</b>
<p>Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose.</p> <p>Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Children explore the fundamental British Value of exploring and respecting the values and beliefs of others.</p>	<p>Moral development is largely about choices, behaviour and how you live your life. It's also about personal and societal values, understanding the reasons for them and airing and understanding disagreements.</p> <p>Children develop the fundamental British Value of investigating moral values and ethical issues, and recognising and applying right and wrong</p>	<p>Social development shows pupils working together effectively, relating well to adults and participating in the local community. It also includes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;</p>	<p>Cultural development is about understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (art, theatre, travel, concerts). Children develop the fundamental British Value of exploring, understanding and tolerance regarding the diversity of cultural traditions and beliefs of others.</p>
<p><b>What do we do?</b></p> <ul style="list-style-type: none"> <li>• Assemblies on Mondays, Tuesdays and Thursdays led by members of staff or church reverend</li> <li>• Cultural day celebrated annually. Children spend the day engaging in activities from different cultures, led by staff members and visitors.</li> <li>• Weekly whole school celebration assembly.</li> <li>• RE planning - following the Kent Scheme.</li> <li>• The school has a School Charter which is created by</li> </ul>	<p><b>What do we do?</b></p> <ul style="list-style-type: none"> <li>• Assemblies on Mondays, Tuesdays and Thursdays led by members of staff. These cover rights, current issues and British Values.</li> <li>• Stay safe/anti-bullying week is conducted annually to encourage mutual respect.</li> <li>• Whole school termly themes allow moral education to be part of the curriculum e.g. tolerance and social justice, identify and diversity.</li> <li>• Weekly whole school celebration assemblies.</li> <li>• Whole school charter generated by children cover</li> </ul>	<p><b>What do we do?</b></p> <ul style="list-style-type: none"> <li>• Assemblies on Mondays, Tuesdays and Thursdays led by members of staff. These cover rights, current issues and British Values.</li> <li>• Class assemblies are carried out termly. Parents are invited in to watch these. These assemblies tend to be based around the school's termly themes and supporting charities.</li> <li>• Local charities are supported through fundraising throughout the year e.g. Nativity at local riding centre for the disabled.</li> </ul>	<p><b>What do we do?</b></p> <ul style="list-style-type: none"> <li>• Assemblies on Mondays, Tuesdays and Thursdays led by members of staff. These cover rights, current issues and British Values.</li> <li>• Cultural day takes place annually. Children spend the day engaging in activities from different cultures, led by staff members and visitors.</li> <li>• Celebration assemblies weekly.</li> <li>• Termly themes cover aspects of culture, particularly 'identity and diversity'.</li> <li>• Gold Rights Respecting School.</li> <li>• Every class watches Newsround each day and has the opportunity to discuss what is in the news.</li> </ul>

<p>the children at the beginning of each year.</p> <ul style="list-style-type: none"> <li>• PSHE/RSE curriculum.</li> <li>• Charity links and fundraising takes place throughout the year, including supporting charities in the local community.</li> <li>• Reflection spaces have been developed around the school.</li> <li>• Gold Rights Respecting school.</li> <li>• Every class watches Newsround each day and has the opportunity to discuss what is in the news.</li> </ul>	<p>aspects such as non-discrimination.</p> <ul style="list-style-type: none"> <li>• RE curriculum planning - following the Kent Scheme.</li> <li>• PSHE/RSE curriculum planning.</li> <li>• Cross-curricular links and projects e.g. celebrating differences art exhibition.</li> <li>• Creating links with local charities.</li> <li>• Gold Rights Respecting School.</li> <li>• Every class watches Newsround each day and has the opportunity to discuss what is in the news.</li> <li>• Work of the steering group - promoting children's rights and pupil voice.</li> <li>• Children had a say in developing the school's behaviour policy.</li> <li>• Each class has their own class charter, exploring respectful relationships and attitudes in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Gold Rights Respecting School.</li> <li>• Every class watches Newsround each day and has the opportunity to discuss what is in the news.</li> <li>• Celebration assemblies conducted weekly.</li> <li>• Steering group meet to discuss areas raised by children in the school.</li> <li>• Whole school charter generated every year, displays children's rights and how these can be respected in school.</li> <li>• Whole school playtimes</li> <li>• PSHE/RSE Curriculum</li> <li>• Year 5 Peer Mediators</li> <li>• Year 5/6 play leaders</li> <li>• Behaviour policy focusses on encouraging positive relationships.</li> <li>• Pupil voice boxes in classrooms to ensure that they are having their voices heard.</li> <li>• Annual residential visits for Years 5 and 6</li> <li>• Families invited in to view children's learning e.g. learning exhibitions, art exhibitions etc.</li> <li>• Transition weeks at the end of each year</li> <li>• Classes vote for steering group members</li> </ul>	<ul style="list-style-type: none"> <li>• Visits from leaders of faiths.</li> <li>• RE curriculum planning.</li> <li>• PSHE/RSE Curriculum.</li> <li>• MFL curriculum and afterschool club.</li> <li>• Cross-curricular links and projects e.g. celebrating differences art exhibition.</li> <li>• Displays around the school - This is Me, Faiths, etc.</li> </ul>
--	---	---	--

		<ul style="list-style-type: none"> <li>• Teaching and learning allows for opportunities to cooperate</li> <li>• Cross-trust school activities are conducted throughout the year, e.g. sports competitions, secondary school workshops.</li> </ul>	
--	--	---	--

## 11. Links to other Policies

The PSHE/RSE policy also has links with various other school policies. These include:

- Anti-bullying
- Behaviour
- Online Safety
- Equality Information and Objectives
- Safeguarding and Child Protection
- RE

## 12. Roles and Responsibilities

### The governing board

The governing board will approve the Relationships Education policy and hold the Headteacher to account for its implementation.

### The Headteacher

The Headteacher is responsible for ensuring that Relationships Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Relationships Education (see appendix 1).

### Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the Assistant head teacher, who will support them through offering demonstration lessons or team teaching lessons.

### **Pupils**

Pupils are expected to engage fully in Relationships Education and, when discussing issues related to Relationships Education and treat others with respect and sensitivity.

## **13. RSE policy review**

Policy Approved by: Sapna Fraser (Chair of Governors)

Date: June 2020

Last reviewed on: June 2020

Next review due by: July 2021

Staff Responsible: Lauren Carlow and Nicola Craig



## Appendix 1: By the end of primary school pupils should know

### Relationships Education

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• 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</li><li>• 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</li><li>• 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</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
Caring friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li><li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li></ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice e.g. family, school and/or other sources</li></ul>

## Health Education

TOPIC	PUPILS SHOULD KNOW
Mental Wellbeing	<ul style="list-style-type: none"><li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li><li>• 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.</li><li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li><li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li></ul>

TOPIC	PUPILS SHOULD KNOW
Internet Safety and Harms	<ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>
Physical Health and Fitness	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy Eating	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Health and Prevention	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• The facts and science relating to allergies, immunisation and vaccination.</li> </ul>
Basic First Aid	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing Adolescent Body	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## Appendix 2: Science Curriculum and Sex Education

### Science - Statutory Curriculum Content

#### Key Stage 1:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults

#### Key Stage 2:

- describe the changes as humans develop to old age
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- describe the life processes of reproduction in some plants and animals

### Sex Education

- Questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education (appendix 1).
- Questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education (appendix 1).
- Sexual reproduction in humans (Y6)
- Naming genitalia (Y5/6)
- Reproductive cycle in humans (Y6)

## Appendix 3: Curriculum Map

Whole-school theme	Autumn Term			Spring Term			Summer Term		
	Sustainability	Tolerance and Social Justice		Interdependence and Globalisation	Conflict		Aspiration and Inspiration	Identity and Diversity	
RSE/PSHE Theme	Health and Wellbeing			Living in the Wider World			Relationships		
Topics	Healthy Lifestyles	Growing and Changing	Keeping Safe	Money and work	Environment and community	Rights and Responsibilities	Families and friendships	Safe relationships	Respecting ourselves and others
Links to UNCRC	Article 24 (health and health services) Article 27 (adequate standard of living)	Article 6 (life, survival and development) Article 24 (health and health services)	Article 3 (best interests of the child) Article 16 (right to privacy)	Article 26 (social security)	Article 29 (goals of education)	Article 1 (all children under the age of 18 have the rights in the convention)	Article 12 (respect for the views of the child) Article 13 (freedom of expression)	Article 2 (non-discrimination) Article 15 (freedom of association)	Article 2 (non-discrimination) Article 14 (freedom of thought, belief and religion)
Links to Fundamental British Values	Individual liberty	Individual liberty	Rule of law, mutual respect, individual liberty	Rule of law, respect and tolerance of multi-faith society, individual liberty	Rule of law, respect and tolerance of multi-faith society, individual liberty	Democracy, rule of law, respect and tolerance of multi-faith society	Mutual respect, individual liberty	Rule of law, individual liberty	Democracy, rule of law, respect and tolerance of multi-faith society, individual liberty
Reception	Manage own personal hygiene routines; activities to help make friends; understanding what food is healthy and why they need to drink water	Learning names and building relationships; recognising that we need food to stay alive and where the food comes from; sharing and turn taking; growing up	Stay safe week. Daily routines; classroom rules; hand washing; keeping safe in the classroom.	Future jobs aspirations; working together; people who help us and why; what job does my parent have?	Team games; working together; making the right choices; being part of a class	Being kind friends; awareness of feelings; healthy eating; forgiveness; sharing opinions including likes and dislikes; technology in the classroom	My family and me; making friendships; falling out and bullying; being friends	Relationships in our lives; stranger danger; what to do if you feel scared	Respecting my body; community heroes; zones of regulation; transition weeks
Year 1	Keeping healthy and people who help us to stay healthy; food and exercise; hygiene routines; sun safety; feelings.	Recognising what makes them unique and special; managing when things go wrong.	Stay safe week. How rules and restrictions help us; keeping safe online; what to do if there is a problem/emergency.	Strengths and interests; jobs in the community	Caring for other's needs and looking after the environment.	Rules and their links to rights; that all children have rights in the UNCRC; using the internet and digital devices responsibly	Roles of people in their lives; families and feeling cared for; sharing worries	What privacy means; seeking permission; recognising feelings; staying safe	How behaviour affects others; being polite and respectful; kind and unkind behaviours. Generating class charters in transition weeks.



Year 2	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.	Recognising strengths and weaknesses in themselves; growing older and increasing independence; naming body parts.	Stay safe week. Safety in different environments; risk and safety at home; emergencies; online safety - privacy.	What money is; looking after money; making choices about spending money	Belonging to a group; roles and responsibilities; being the same and different in the community	Wants and needs; ABCDE of rights; the internet in everyday life; online content and information	Making friendships; being a good friend; feeling lonely and getting help	Managing secrets; what bullying is and looks like; resisting pressure and getting help; recognising hurtful behaviour	Recognising similarities and differences; playing and working cooperatively; sharing opinions. Generating class charters in transition weeks.
Year 3	What makes a balanced diet? Healthy choices and habits, what affects feelings, expressing feelings.	Personal strengths and achievements; managing and reframing setbacks.	Stay safe week. Risks and hazards; safety in the local environment and unfamiliar places. Online safety - knowing what to do if they are uncomfortable.	Different jobs and skills; job stereotypes; setting personal goals	Rules in the community; how their everyday choices affect the environment	What rights are (human rights and those within the UNCRC); respecting rights of themselves and others; why some children may not be able to access their rights; how the internet is used; accessing information online	What makes a family; features of family life and what families provide; caring for each other; what to do if worried/scared	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect, courtesy and being polite. Generating class charters in transition weeks.
Year 4	Maintaining a balanced lifestyle; oral hygiene and dental care; germs and how they are spread.	Personal identity; recognising individuality and different qualities; mental wellbeing.	Stay safe week. How to keep safe in local area and online. Medicines and household products; basic first aid.	Making decisions about money; using and keeping money safe	What makes a community; benefits of a community; shared responsibility; compassion	Appreciating difference and diversity in the UK; fairness and equity (including in school); how data is shared and used	Positive friendships, including online; getting support with relationships	Responding to hurtful behaviour; managing confidentiality; recognising risks, including online	Respecting differences and similarities; discussing differences sensitively; non-discrimination. Generating class charters in transition weeks.

Year 5	Healthy sleep habits; medicines, vaccinations, immunisations and allergies; drugs common to everyday life.	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.	Stay safe week. Keeping safe in different situations, including responding in emergencies; understanding and differentiating between different types of risk; online safety - sharing images and mobile phones.	Identifying job interests and aspirations; what influences career choices; workplace stereotypes; job routes	Protecting the environment; compassion towards others; how spending impacts the environment; expressing points of view about the environment	Fairness and equity in wider society; researching issues surrounding children's rights; resolving differences; how information online is targeted; different media types, their roles and impact	Managing friendships and peer influence; healthy and unhealthy friendships; support with friendships	Different types of contact (including physical contact); feeling safe	Responding respectfully to a wide range of people; prejudice and discrimination. Generating class charters in transition weeks.
Year 6	Images in the media and how this can affect how people feel; what affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.	Recognising what they are good at and increasing  changes at puberty; human reproduction; roles and responsibilities of parents.	Stay safe week. Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media; online safety - what to do if you see something online that makes you feel unsafe or uncomfortable. Knowing who is responsible for their health and safety, where to get help and advice.  Rights to protect their body and speaking out.	Influences and attitudes to money; money and financial risks; how money can impact people's emotions, health and wellbeing	Recognising and valuing diversity; challenging discrimination and stereotypes	The importance of children's rights; recap ABCDE of rights (from Y2); understanding dignity; debate topical issues; evaluating media sources; sharing things online; social media	Attraction to others; sexual orientation; romantic relationships; civil partnership and marriage	Recognising and managing pressure; shared responsibility; consent in different situations	Expressing opinions and respecting other's points of view, including discussion topical issues; being role models; extremism and extremist views

Further detail for each class can be found on the class pages of the school's website.

## Appendix 4: Vocabulary for RSE

<b>Vocabulary</b>						
<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Boy Girl Routine Clean Washing Family Differences Healthy	Clean Hygiene Boy Girl Lifecycle Family Healthy Differences	Different Similar Lifecycle Family Offspring Growth Baby Toddler Child Teenager Adult	Differences Similarities Family Health Hygiene Habit Stereotypes Personal boundaries Self-respect Courtesy	Differences Similarities Family Balanced lifestyle Hygiene Dental care Individuality Responsibility Personal boundaries Confidentiality Privacy Non-discrimination Relationships	Puberty Body change Physical changes Sexual reproduction Asexual reproduction Emotional changes Penis Vagina Period/ menstruation Nipples Breasts Pubic hair Testicles Egg Fallopian tube Sperm Hygiene	Reproduction Puberty Uterus Penis Vagina Nipples Breasts Testicles Relationship Positive and negative relationship Friendship Touching - sexual touching Sexual intercourse Sperm Egg Fertilized Personal information Keeping safe Communication Menstruation Pubic hair Erection Pregnancy

## Appendix 5: Right to Withdraw Form

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents

Include notes from discussions with parents and agreed actions taken.  
Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom