

Agreed 12 May 2021

Signed Alan Brown Head

Signed Andy Evans Chair of Governors



DRAFT Oldfield Primary School Relationships and Health Education Policy

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

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Statement of intent

At **Oldfield Primary School**, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focuses 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 focuses 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, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

1. Legal framework

- a. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:
 - Section 80A of the Education Act 2002
 - Children and Social Work Act 2017
 - The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
 - Equality Act 2010
 - DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
 - DfE (2013) 'Science programmes of study: key stages 1 and 2'

- b. This policy refers to;
- PSHE Curriculum Overview
 - Relationship and Sex Education (Christopher Winters Project) Curriculum Overview
 - Computing Curriculum Overview
 - Science Curriculum Overview
- c. This policy operates in conjunction with the following school policies:
- **Child Protection and Safeguarding Policy**
 - **Behavioural Policy**
 - **SEND Policy & Inclusion Policy**
 - **Equal Opportunities Policy**
 - **Pupil Confidentiality Policy**
 - **Anti-Bullying Policy: Pupils**
 - **Social, Emotional and Mental Health (SEMH) Policy**
 - **E-safety Policy**
 - **Visitor Policy**

2. Roles and responsibilities

- a. The governing board is responsible for:
- Ensuring all pupils make progress in achieving the expected educational outcomes.
 - Ensuring the curriculum is well led, effectively managed and well planned.
 - Evaluating the quality of provision through regular and effective self-evaluation.
 - Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
 - Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
 - Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

b. The **headteacher** is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an **annual** basis.

c. 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**.

d. The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, **sex** and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, **sex** and health education.
- Responding to any safeguarding concerns in line with the **Child Protection and Safeguarding Policy**.

- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
 - Liaising with the **SENCO** to identify and respond to individual needs of pupils with SEND.
 - Working with the **relationships, sex and health education subject leader** to evaluate the quality of provision.
- e. In line with 2.d, the teachers class teachers will be delivering relationships, **sex** and health education.
- f. The **SENCO** is responsible for:
- Advising teaching staff how best to identify and support pupils' individual needs.
 - Advising staff on the use of TAs in order to meet pupils' individual needs.

3. Organisation of the curriculum

- a. Every primary school is required to deliver statutory relationships education and health education.
- b. 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.
- c. For the purpose of this policy, "**health education**" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- d. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's **PSHE curriculum**.
- e. 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.
- f. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- g. The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs; for example, if there was improper use of social media usage or inappropriate language.
- h. We consult with parents, pupils and staff in the following ways:
 - **Questionnaires and surveys**
 - **Meetings (including virtual)**
 - **Training sessions**

- **Newsletters and letters**

- i. 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 the school office – admin@oldfield.cheshire.sch.uk
 - Submitting written feedback into the school office.
- j. The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.
- k. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

4. Consultation with parents

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

a. 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.

b. Caring friendships

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.

- How to manage different situations and how to seek help from others if needed.

c. 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.

d. 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.

e. 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 (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

6. Relationships education per year group

- a. The school is free to determine, within the statutory curriculum content outlined in [section 5](#), what pupils are taught during each year group.
- b. The school always considers the age and development of pupils when deciding what will be taught in each year group.
- c. The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

d. Curriculum content in Relationships Education

| Year group | Families and friendships | Safe Relationships | Respecting Ourselves and Others |
|-----------------------|--|--|---|
| EYFS/Reception | Family and Friendships, Caring friendships | Being Kind | Caring friendships |
| 1 | Roles of different people; families; feeling cared for | Recognising privacy; staying safe; seeking permission | How behaviour affects others; being polite and respectful |
| 2 | Making friends; feeling lonely and getting help | Managing secrets; resisting pressure and getting help; recognising hurtful behaviour | Recognising things in common and differences; playing and working cooperatively; sharing opinions |
| 3 | What makes a family; features of family life | Personal boundaries; safely responding to others; the impact of hurtful behaviour | Recognising respectful behaviour; the importance of self-respect; courtesy and being polite |
| 4 | Positive friendships, including online | Responding to hurtful behaviour; managing confidentiality; recognising risks online | Respecting differences and similarities; discussing difference sensitively |
| 5 | Managing friendships and peer influence | Physical contact and feeling safe | Responding respectfully to a wide range of people; recognising prejudice and discrimination |
| 6 | Attraction to others; romantic relationships; civil partnership and marriage | Recognising and managing pressure; consent in different situations | Expressing opinions and respecting other points of view, including discussing topical issues |

7. Health education overview

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

a. Mental wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

b. 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 social media, some computer games and online gaming, for example, are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

c. 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.

d. 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 diet or health.

e. 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.

f. 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.

g. 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.

h. 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.
- The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.
- Curriculum Content in Health and Wellbeing Education**

| Year group | Physical health and Mental Wellbeing | Growing and changing | Keeping Safe |
|-----------------------|---|--|---|
| EYFS/Reception | Keeping healthy; food and exercise, hygiene routines; sun safety | Self Regulation, From being a baby and growing up. | Being safe online and telling trusted adults, road safety. Being safe in our school and looking after things. |
| 1 | Keeping healthy; food and exercise, hygiene routines; sun safety | Recognising what makes them unique and special; feelings; managing when things go wrong | How rules and age restrictions help us; keeping safe online |
| 2 | Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help | Growing older; naming body parts; moving class or year | Safety in different environments; risk and safety at home; emergencies |
| 3 | Health choices and habits; what affects feelings; expressing feelings | Personal strengths and achievements; managing and reframing setbacks | Risks and hazards; safety in the local environment and unfamiliar places |
| 4 | Maintaining a balanced lifestyle; oral hygiene and dental care | Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty | Medicines and household products; drugs common to everyday life |
| 5 | Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies | Personal identity; recognising individuality and different qualities; mental wellbeing | Keeping safe in different situations, including responding in emergencies, first aid and FGM |
| 6 | What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online | Human reproduction and birth; increasing independence; managing transition | Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media |

9. Sex education

- a. 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.
- b. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.
- c. At our school, we **do** teach pupils sex education beyond what is required of the science curriculum.
- d. Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with [section 3](#) and [section 4](#) of this policy.
- e. Parents are given the opportunity to advise on what should be taught through sex education.
- f. The age and development of pupils is always considered when delivering sex education.

g. Sex Education Curriculum Overview – Schemes of Work for each year group are at the end of this policy(Appendix).

Oldfield Primary School uses the Teaching RSE with Confidence resource from CWP (Christopher Winters Project). This 5th edition has been updated to meet the requirements of Statutory Guidance released from the Department for Education on Relationships Education, Relationships and Sex Education (RSE) and Health Education, Regulation 2019.

This resource is designed to be used in Reception through to Year 6 and includes an overview of a spiral curriculum for RSE, schemes of work and lesson plans that combine a range of teaching styles and active learning techniques. All lesson plans include links to stimulating teaching and white board materials.

| Year Group | Focus | Lessons |
|-----------------------|-------------------------------------|---|
| EYFS/Reception | Family and Friendships | <ol style="list-style-type: none"> 1. Caring Friendships 2. Being Kind 3. Families |
| 1 | Growing and Caring for Ourselves | <ol style="list-style-type: none"> 1. Different Friends 2. Growing and Changing 3. Families and Care |
| 2 | Differences | <ol style="list-style-type: none"> 1. Differences 2. Male and Female Body Parts 3. Naming Body Parts |
| 3 | Valuing Difference and Keeping Safe | <ol style="list-style-type: none"> 1. Body Differences 2. Personal Space 3. Help and Support |
| 4 | Growing Up | <ol style="list-style-type: none"> 1. Changes 2. What is Puberty? 3. Healthy Relationships |
| 5 | Puberty | <ol style="list-style-type: none"> 1. Talking About Puberty 2. The Reproductive System 3. Help and Support |

| | | |
|---|---|--|
| 6 | Puberty, Relationships and Reproduction | <ol style="list-style-type: none"> 1. Puberty and Reproduction 2. Communication in Relationships 3. Families, Conception and Pregnancy 4. Online Relationships |
|---|---|--|

10. Delivery of the curriculum

- a. The relationships, **sex** and health curriculum will be delivered as part of our Science and PSHE **curriculum**.
- b. 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.
- c. 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.
- d. 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.
- e. At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the relationships, **sex** and health curriculum, rather than delivered as a standalone unit or lesson.
- f. Pupils will be taught about LGBTQ+ in **Year 6**; however, we will always consider the development and maturity of pupils before teaching this topic.
- g. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- h. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

- i. Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- j. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- k. 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.
- l. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's **E-safety Policy**.
- m. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- n. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
- o. The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.
- p. Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- q. 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.
- r. 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.
- s. 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.

- t. 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.
- u. 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.
- v. Whilst there are no formal examinations for the relationships, **sex** and health curriculum, the school will undertake informal assessments to determine pupil progress and understanding.

11. Working with external experts

- a. 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.
- b. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the **Visitor Policy**.
- c. The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- d. Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- e. The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- f. The school will agree with the expert on 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**.
- g. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

12. Equality and accessibility

- a. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:
 - Age
 - Sex or sexual orientation
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
 - Pregnancy or maternity
 - Marriage or civil partnership
- b. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- c. 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.
- d. 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.
- e. Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.
- f. 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.
- g. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust **Behavioural Policy**, as well as a **Child Protection and Safeguarding Policy**, which set out expectations of pupils.

13. Curriculum links

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

- a. Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.
- b. 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.
- c. The headteacher will automatically grant withdrawal requests in accordance with point 14.b; 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.
- d. The headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.
- e. The headteacher will keep a record of the discussion between themselves, the pupil and the parent.
- f. The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.

- g. The parent will be informed in writing of the headteacher's decision.
- h. Where a pupil is withdrawn from sex education, the headteacher will ensure that this is done discretely and the pupil receives appropriate alternative education.

15. Behaviour

- a. The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- b. 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.
- c. 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.
- d. These incidents will be dealt with following the processes in our **Behavioural Policy** and **Anti-Bullying Policy**.
- e. 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

- a. 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.
- b. 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.
- c. 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

- a. 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.

- b. 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**.
- c. 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.
- d. 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

- a. The **relationships, sex and health education subject leader** is responsible for monitoring the quality of teaching and learning for the subjects.
- b. The **relationships, sex and health education subject leader** will conduct subject assessments on a **termly** basis, which will include a mixture of the following:
 - **Self-evaluations**
 - **Lesson observations**
 - **Topic feedback forms**
 - **Learning walks**
 - **Work scrutiny**
 - **Lesson planning scrutiny**
- c. 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.
- d. The **relationships, sex and health education leader** will work regularly and consistently with the **headteacher** and **RSE link governor**, e.g. through **regular** review meetings, to evaluate the effectiveness of the subjects and implement any changes.

Reception

Family and Friendship

Scheme of Work

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

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

Growing & Caring For Ourselves Key Stage 1

Scheme of Work

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

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

Year 2

Differences

Key Stage 1

Scheme of Work

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

Statutory Guidance

Relationships Education
Respectful relationships
(3a,3g)

Key Stage 1 Science

- Identify, name, draw and label the basic parts of the human body

Learning Intentions and Learning Outcomes

Learning Intention

To introduce the concept of gender stereotypes
To identify differences between males and females

Learning Outcomes

Understand that some people have fixed ideas about what boys and girls can do
Describe the difference between male and female babies

Lesson Title

Lesson 1

[Differences](#)

Resources

2 large PE hoops

[Boy/Girl/Everyone labels](#)

Bag of objects and clothing to explore male and female stereotypes or [Pictures of objects and clothing](#)

[Clothed Babies picture cards](#)

[Clothed Babies whiteboard summary](#)

[Pictures of newborn babies](#)

Suggested reading:

Pearl Power and the Toy Problem, Mel Elliott

Julian is a Mermaid, Jessica Love

Are you a boy or are you a girl, Sarah Savage and Fox Fisher

Princess Smartypants, Babette Cole

William's Doll, Charlotte Zolotow

Amazing Grace, Mary Hoffman and Caroline Binch

Relationships Education
Respectful relationships (3a)

Key Stage 1 Science

- Notice that animals, including humans, have offspring that grow into adults

Learning Intention

To explore some of the differences between males and females and to understand how this is part of the lifecycle

Learning Outcomes

Describe some differences between male and female animals
Understand that making a new life needs a male and a female

Lesson 2

[Male and Female Animals](#)

Talking object

[Pictures of male and female animals](#)

[Cats and Kittens worksheet](#)

Anatomically correct toy farm animals

Key Stage 1 Science

-Identify, name, draw and label the basic parts of the human body

Learning Intention

To focus on sexual difference and name body parts

Learning Outcomes

Describe the physical differences between males and females
Name the different body parts

Lesson 3

[Naming Body Parts](#)

2 large PE Hoops

[Hoop labels](#)

[Body Parts picture cards](#)

[Female x-ray picture](#)

[Body Parts worksheet](#)

Suggested reading:

Shapesville, Andy Mills

It's OK to be Different, Todd Parr

Valuing Difference and Keeping Safe Key Stage 2

Scheme of Work

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

| Statutory Guidance | Learning Intentions and Learning Outcomes | Lesson Title | Resources |
|--|---|---|--|
| Relationships Education Respectful relationships (3a) | Learning Intention To identify that people are unique and to respect those differences To explore the differences between male and female bodies Learning Outcomes Know and respect the body differences between ourselves and others Name male and female body parts using agreed words | Lesson 1 Body Differences | <i>It's OK to be different</i> , Todd Parr Pictures of male and female bodies Body Difference matching cards Additional Activities <i>Cinderella's Bum</i> , Nicholas Allan <i>Shapesville</i> , Andy Mills |
| Relationships Education Caring friendships (2e) Respectful relationships (3b,3d,3f) Being safe (5a,5b,5c,5d,5f,5g) | Learning Intention To consider appropriate and inappropriate physical contact and consent Learning Outcomes Understand that each person's body belongs to them Understand personal space and unwanted touch | Lesson 2 Personal Space | PANTS cards Unwanted Touch scenarios Additional Activities <i>It's my body - a book about body privacy</i> , Louise Spilsbury and Mirella Mariani |
| Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Being safe (5d,5f,5g, 5h) | Learning Intention To explore different types of families and who to go to for help and support Learning Outcomes Understand that all families are different and have different family members Identify who to go to for help and support | Lesson 3 Help and Support | Families pictures Who can I talk to? worksheet <i>The Family Book</i> , Todd Parr Additional Activities <i>Tell Me Again About The Night I Was Born</i> , Jamie Lee Curtis <i>Who's in a Family?</i> Robert Skutch <i>Happy Families</i> , Allan Ahlberg <i>Spark Learns to Fly</i> , Judith Foxon <i>Stranger Danger</i> , Anne Fine |

Year 4

Growing Up

Key Stage 2

Scheme of Work

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

Statutory Guidance

Health Education

Changing adolescent body (8a)

Key Stage 2 Science

- describe the life process of reproduction in some plants and animals

Learning Intentions and Learning Outcomes

Learning Intention

To explore the human lifecycle
To identify some basic facts about puberty

Learning Outcomes

Understand that puberty is an important stage in the human lifecycle
Know some changes that happen during puberty

Lesson Title

Lesson 1

[Changes](#)

Resources

[Lifecycle whiteboard summary](#)

[Body Parts Bingo cards](#)

[Bingo Flash cards](#)

[Body Changes pictures](#)

[Lifecycle Quiz slides](#)

[Lifecycle Quiz answers](#)

Additional Activities

[Babies and Children worksheet](#)

Health Education

Mental wellbeing (6a,6b,6c,6d,6f)

Health Education

Changing adolescent body (8a, 8b)

Menstruation (9a)

Key Stage 2 Science

- describe the life process of reproduction in some plants and animals

-describe the changes as humans develop to old age

Learning Intention

To explore how puberty is linked to reproduction

Learning Outcomes

Know about the physical and emotional changes that happen in puberty
Understand that children change into adults to be able to reproduce if they choose to

Lesson 2

[What is Puberty?](#)

Bag containing spot cream, deodorant, shaving foam, menstrual pads/tampon, a love heart

[Puberty Card Sort](#)

[Puberty Card Sort whiteboard summary](#)

[Body Changes worksheet](#)

[Puberty Changes Teacher Guide](#)

Suggested Reading

Where Willy Went, Nicholas Allan

Hair in Funny Places, Babette Cole

Relationships Education

Caring friendships (2b,2c,2d,2e)

Respectful relationships (3a,3b,3d,3e,3f,3h)

Online relationships (4b,4d)

Learning Intention

To explore respect in a range of relationships
To discuss the characteristics of healthy relationships

Learning Outcomes

Know that respect is important in all relationships including online
Explain how friendships can make people feel unhappy or uncomfortable.

Lesson 3

[Healthy Relationships](#)

[Healthy Friendships cards](#)

[Relationship pictures](#)

Online Respect and Self-Respect video

<https://www.youtube.com/watch?v=mZtXwLzllpk>

Year 5

Puberty

Key Stage 2

Scheme of Work

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

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

Puberty, Relationships and Reproduction Key Stage 2

Scheme of Work

Word Box: Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

| Statutory Guidance | Learning Intentions and Learning Outcomes | Lesson Title | Resources |
|---|---|---|---|
| Health Education Mental wellbeing (6c,6d,6f,6g,6i,6j) Changing Adolescent body (8a,8b) | Learning Intention To consider puberty and reproduction Learning Outcomes Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence | Lesson 1 Puberty and Reproduction | Puberty Changes Teacher Guide Puberty Body Part cards Reproduction questions sheet Reproduction answer cards Reproduction whiteboard summary Additional Activities Year 6 Puberty Problem Page Year 6 Puberty Problem Page Cut-outs Year 6 Puberty Problem Page Teacher Guide |
| Relationships Education Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e) | Learning Intention Exploring the importance of communication and respect in relationships Learning Outcomes Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important | Lesson 2 Communication in Relationships | Communication and Touch cards Pupil Questions template |
| Relationships Education Families and people who care for us (1c,1d,1e) Key Stage 2 Science - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents | Learning Intention To consider different ways people might start a family Learning Outcomes Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy | Lesson 3 Families, Conception and Pregnancy | Couple pictures How does a baby start? cards (one set per group) How does a baby start? whiteboard summary Pupil Questions from previous lesson - typed Additional Activities Conception and Pregnancy statements Conception and Pregnancy Quiz Conception and Pregnancy Quiz Answers Reproductive System slides |
| Relationships Education Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i) | Learning Intention To explore positive and negative ways of communicating in a relationship Learning Outcomes To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong | Lesson 4 Online Relationships | Relationship Question cards Communication Scenario cards Communication Scenarios answers Communication Scenarios whiteboard summary Additional Activities Film clip from www.thinkuknow.co.uk |