



Theale Church of England Primary School

Relationships, Sex and Health Education Policy

Statutory Requirements

At Theale CE Primary School, we recognise that we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience and to know how and when to ask for help.

As part of the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broad-based curriculum, which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result, RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

Whilst as a school we are aware we need to be mindful of and respectful to a variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive, it is equally essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial, scientific and factual information on matters such as: naming their body parts, puberty, menstruation, the variety of family structures, gender identity, and gender equality. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or the subjective personal beliefs of those who teach them.

Policy Development

This policy has been written following consultation with staff, children, governors, parents and carers at Theale CE Primary School.

RSE Subject Content and Delivery:

In school, we meet the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole-school approach. We cover this curriculum through lessons in Life Skills (including PSHE), PE, Computing, Science, RE and Collective Worship.

We believe it is important that this material is delivered by teachers who know the children well, as it highlights to the children that relationship and sex education is something that we can all talk about. Our teachers know our children. This means that they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their group vulnerable due to the potentially sensitive nature of some of the topics. We believe this makes our teachers ideally placed to deliver the material sensitively to all children in their class and in collaboration with parents and carers. Whilst we may invite other experts into school (for example the NSPCC), this is to compliment and not to replace our own teaching.

Relationships Education Definition

“Relationships education and RSE must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and thrive within good, stable long term relationships of all kinds.” Church of England Education Office

We define Relationships Education as teaching that will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. It is designed to promote healthy lifestyles, build self-esteem and to explore personal identity.

Our school vision dictates that, “The children come first,” and we strive for excellence in all that we do, to provide the most comprehensive education possible. We believe that children are entitled to the best life opportunities and our RSE curriculum plays an important part in this.

“I have come that they may have life and they may have it more abundantly.” John 10.10

Relationships Education Curriculum

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. We will cover how to treat each other with kindness, consideration and respect and the children’s understanding of this will develop in an age-appropriate way.

Relationship Education is about helping children understand and make sense of the world they are growing up in; recognising the differences and similarities between their peers and their families; understanding the fact every human being is unique and has the right to be respected; knowing that there are many different family structures; and knowing that all children have the right to feel safe.

Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching and to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries, in that no one has the right to touch you in a way you don't like and also the difference between public and private behaviours.

It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

By the end of primary school, pupils will have been taught the following curriculum content:

Families and people who care for me	Pupils should know <ul style="list-style-type: none">• that families are important for children 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 marriage¹ 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.
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<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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, 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. • 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.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • 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 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. • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by 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 including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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; including 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) whom 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 or 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 get advice e.g. family, school and/or other sources.

Health Education

By the end of primary school, pupils will have been taught:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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, nervousness) and scale of emotions that all humans experience in relation 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, voluntary and service-based activity on mental wellbeing and happiness.
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	<ul style="list-style-type: none"> • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to 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), 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). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 and 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 and know how to recognise and display respectful behaviour online and 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, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding 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, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 including the key facts about the menstrual cycle.

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. The important lessons that parents teach their children about healthy relationships, looking after themselves and staying safe are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons parents teach their children as they grow up.

Schools are required to ensure their teaching is age-appropriate and sensitive to the background of their pupils. Parents/carers receive curriculum letters every term and will be informed in advance of sex education teaching and offered the opportunity to discuss content with the teacher.

Delivery of Curriculum Content

We deliver a programme of study, where units of work build upon the following themes year upon year:

- Mental Health and Wellbeing
- Respectful Relationships, including Online Relationships
- Basic First Aid
- Healthy Eating
- Health and Prevention

Children cover this as part of their life skills lessons, which are given specified time on our two-week timetable, from FS2 to Y6. Some of the objectives are also covered in PE, ICT and science lessons. Please see the breakdown of coverage for every year within these areas in the appendices.ⁱ

In addition to the areas of learning above, the children will also be receiving sessions of sex education in an age appropriate way. The following section will outline the rationale and content of our sex education lessons.

Defining Sex Education at Primary School:

In addition to the statutory content of the RSE guidance, we have chosen to teach some aspects of sex education to meet the needs of our pupils. To help our pupils to understand their ongoing emotional and physical development, particularly when preparing for the transition to secondary school, we follow this recommendation from the Department for Education:

“All primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.” (Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019)

Our graduated, age-appropriate programme of sex education delivers factual, reliable learning to our pupils in a world where ‘information’ can easily be searched for but cannot always be trusted. Whilst delivering this content, our approach acknowledges and is sensitive to the range of religious backgrounds and world views of our pupils and families. We also recognise the significance of factors such as special education needs, disabilities and past experiences of our pupils. It is important that all of our pupils are prepared to make safe, well-informed and healthy choices as they progress through life.

When delivering sex education, the following ground rules will be in place to safeguard both the children and the adults. These will be clearly explained to pupils at the beginning of the lesson.

- 1. The information in this lesson is factual and can be trusted.**
All learning is objective and is not affected by the views of the adults delivering the lesson.
- 2. There is no such thing as a stupid question.**
All questions will be respected and valued. The adult may choose to answer the question at the time or later, to the whole group or with the individual; they will use their professional judgement to decide what is appropriate.
- 3. Nobody will be made to participate.**
Pupils will only be called on to ask or answer questions if they have volunteered to do so. There will be opportunities to ask questions both publicly and anonymously.
- 4. The adults will not ask or answer personal questions.**
The learning in our sex education lessons is general and factual. It does not include anyone’s personal experiences as these are private.
- 5. If you feel worried about something that you learn, let an adult know.**
It is important that a child tells an adult if something in a sex education lesson has made them feel worried or unsure. They may choose to share their worries during or after the lesson, with adults at school or at home. There will always be more than one adult present during a sex education lesson so that, if a pupil wishes to share their worries at the time, they may do this quietly and privately. The adult will use their professional judgement to decide whether the pupil needs a break from the lesson.

Our RSE Curriculum

The content of the RSE guidance and of the science curriculum is statutory, meaning that your child cannot be withdrawn from these learning opportunities. This content is written in black below. Although the national curriculum suggests that learning about puberty takes place in Year 5, we choose to deliver it in Year 4 to reflect the experiences of our children (particularly some girls who begin menstruating and some boys who begin to experience erections and wet dreams in Year 4). The rest of the following sex education learning content (written in blue) is non-statutory. Therefore, this means that you do have the right to withdraw your child from this learning if you so wish. Your queries or concerns should be raised with the headteacher so that specific content and materials can be shared with you before you make a final decision.

Year 1:

- Male bodies have a penis and testicles and female bodies have a vulva. (This will be taught through the context of babies needing care, using dolls and cartoons. Children will not see cartoons of adult bodies at this stage.)
- Children may have different names for these body parts but it is important to know the scientific names, for example when talking to a doctor.

Year 2:

- Male and female animals can be identified by their body parts. (This will be taught in the context of all animals including humans, by using body parts such as a male lion's mane, birds' feather colouring, teats and udders of female animals and 'private parts'.)
- Most human body parts are generally the same in males and females, although everyone is a bit different. Only the 'private parts' are different. (This will be taught with cartoon images of children's bodies rather than of adult bodies at this stage.)
- Animals including humans have offspring that grow from babies to adults. Most animal species require a male and a female to make a baby.

Year 3:

- Some body differences are related to a person's biological sex and they are sometimes described as male or female body parts.
- Males and females need different private parts so that, when they are adults, they can make a baby if they choose to.
- The testicles and penis are on the outside of the male body. (This will be taught with cartoon images of children's bodies rather than of adult bodies at this stage.)
- The vulva is on the outside of the female body and the vagina and the uterus are on the inside. (This will be taught with cartoon images of children's bodies rather than of adult bodies at this stage.)
- It is respectful to find out from someone if they are happy to be touched.
- There are types of touch which are appropriate and inappropriate.
- It is okay to tell someone to stop touching us and to change our minds about wanting to be touched.
- If someone touches us in a way that we don't like, it is important to tell an adult who will help us. We can also contact Childline.

Year 4:

- Puberty is the transition from a child's body to an adult's body. The process usually begins between the age of 8 and 14 and continues through the teenage years. (This will be taught with cartoon images of children's and adults' bodies.)
- Female puberty tends to begin earlier than male puberty. People all develop at different rates and people cannot control when their body changes.

- During puberty, the body experiences physical and emotional changes. These changes occur due to the hormones that are released by the body, including oestrogen and testosterone. Some changes are permanent and others settle down once puberty has finished.
- Both male and female bodies develop in the following ways: growing taller; changes in body weight and shape; sweating increases and personal hygiene routines should increase; skin and hair can become greasy and personal hygiene routines should increase; feelings go up and down; and body hair develops or increases, including arm and leg hair, facial hair, underarm hair, chest hair and pubic hair (everybody develops different amounts of hair in these places).
- The male body develops in the following ways: the penis and testicles get larger; the penis becomes firm at times (this is called an erection); a liquid called semen is produced in the testicles and can leave the body through the penis during sleep (this is called a wet dream); the voice 'breaks' and eventually becomes deeper, although it can be squeaky for a while; and some temporary breast tissue can develop while hormones are imbalanced.
- The female body develops in the following ways: the breasts and hips get larger; internal sexual organs develop; periods begin; and vaginal discharge begins, which is the body's way of keeping the vagina clean and healthy.
- The menstrual cycle allows people with female reproductive organs to have children, if they choose to, once they have reached adulthood.
- The menstrual cycle begins during puberty. It can be an earlier or later sign of puberty. The average age to begin having periods is 12 although it can be earlier (from around age 8) or later (between 16 and 18).
- Most people's menstrual cycle is not regular until they are in their late teens.
- The average menstrual cycle is around 28 days long but can be longer or shorter than this.
- A period is the part of the menstrual cycle where blood leaves the female reproductive system through the vagina. This bleeding lasts between 3 and 8 days, although it is usually around 5 days.
- The menstrual cycle causes hormonal changes (such as mood swings and greasy hair or spotty skin) and some physical discomfort (such as bloating and cramps) but periods should not impact on a person's ability to go about their everyday life.
- **Period products absorb or collect blood. Whilst the body is still maturing, it is advised to use sanitary pads which stick to the inside of underwear to hold them in place.**
- **Period products are sold in pharmacies and supermarkets. Young people can sometimes get them for free from family planning services. All schools have period products available to help you.**
- **If periods are particularly heavy, painful, irregular or stop unexpectedly, it is important to speak to a doctor.**
- **Periods end during the menopause (usually between the ages 45 and 55), which signals the end of the female reproductive system's ability to have a child.**

Year 5:

- A baby is conceived naturally when adults have sexual intercourse.
- As part of the menstrual cycle, ova (eggs) are released from the ovaries. If the ovum (egg) is not fertilised, the lining of the uterus will leave the female reproductive system through the vagina. This is called a period.
- A baby is conceived naturally when an ovum is fertilised by a sperm. Sperm develop inside the testicles and leave the male reproductive system through the penis. The sperm enters the female reproductive system during sexual intercourse, when the erect penis enters the vagina and releases a liquid called semen, which contains millions of sperm.
- The fertilised ovum then travels down the fallopian tubes, embeds in the uterus and develops into a foetus. After around 9 months of development, the baby is born.
- Babies can be born through the vagina **or a Caesarian section, depending on medical advice.**
- **Some adults may need medical help to conceive or may expand their family through adoption for various reasons.**

Year 6:

- Adults have sexual intercourse if they want to conceive a baby or if they want to feel close to each other in a romantic way.
- The legal age of consent is 16 in the UK, meaning that people should not begin a sexual relationship until this age. The law is in place to keep children and young people safe and if you break the law, you could be prosecuted.
- The appropriate time to begin a sexual relationship is different for everyone and there are good reasons to delay sexual intercourse until later than the age of 16. It is possible to be intimate with a partner without sex.
- There are different types of committed, stable relationships. Positive, healthy relationships are built on mutual respect, trust, loyalty, shared outlooks and future goals and friendship.
- Intimate relationships should be based on mutual respect between consenting adults. It is important to respect ourselves and others.
- Consent is the giving of permission. **In a sexual context, it is giving permission to another consenting adult to take part in sexual activity. Both adults must consent, which means that they both agree to having sexual intercourse.**
- Consent can be given and withdrawn freely. Nobody has the right to apply pressure on others to do anything that they are not comfortable with. Everyone has the right to resist pressure, no matter who is applying it.
- **You have the right to say no before and during sexual intercourse. Just because consent has been given before does not mean that it will count in future; consent should be sought and given each time sexual intercourse is going to take place.**
- If someone ever touches you in a way that makes you feel uncomfortable, tell someone who you trust to help you, such as a parent, teacher or the police.
- **Barrier contraception should be used to prevent unwanted pregnancy and to stay healthy from certain illnesses. There are many rumours about avoiding pregnancy but contraceptives are the only reliable way.**
- Some contraceptives are sold in pharmacies and supermarkets. Others have to be prescribed by a doctor or nurse. Adults can often get them for free from family planning services to help to keep them safe.
- Some religions and worldviews suggest that sexual intercourse should be part of a marriage between a man and a woman as this is how a child is naturally conceived. However, UK law states that sexual intercourse is allowed between any consenting adults, no matter their marital status, sex or gender.

Answering Children's Questions:

We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age of information, where children in primary have access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

Staff are experienced professionals with a good understanding of how to deal with children's questions age appropriately. This will be done consistently across the school as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant and appropriate for the whole class, we will answer it to the whole group.
- However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
- If a child asks a question that is not necessarily suitable for the entire class, we will respond by saying: *"that is a fantastic question, and I will come and talk to you and answer your question in a minute when everyone else has started work."*
Or *"Let me have a think about it and once I know the best way to explain it clearly, I will come back to you."*
This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually, without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

Right to withdraw your child

We believe that successful teaching around RSE can only take place when parents/carers and school work together. Especially considering we all want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with families.

We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons.

We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.

You will be informed in advance about when your child is going to be taught sex education. If you do decide to withdraw your child, they should inform the headteacher by putting the request in writing and arrange a meeting/telephone conversation to discuss. The school will find other provision for your child to engage in during the lesson. Currently, head teachers must comply with requests to withdraw from any non-statutory lessons in the programme.

Policy on Menstruation

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period.

We recognise that period poverty exists in the UK and that some children are forced to avoid attending school during their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and will make every reasonable effort to support children to access their education and enjoy school.

As part of lessons about the developing body (taking place from year 4), all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.

Menstruation is a healthy biological function. It must not be something that a person is made to feel embarrassed, shameful or be teased about. As a school we need to treat each other with respect and empathy and this includes changes that take place during puberty such as menstruation.

Monitoring & Evaluation:

Children's work is collated into their books. This acts as evidence of the work the children have been involved in and document their learning experiences. Learning walks and discussions with children and staff also support our monitoring and evaluation of impact. Lesson planning and teaching is monitored by subject leaders, team leaders and the SLT. Pupil's development in RSE is monitored by teachers and our Life Skills Co-ordinator. This policy will be reviewed annually by the subject leader and at every review will be approved by the Headteacher and any changes shared with the board of governors.

Safeguarding Children:

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

It is our practice to review safeguarding procedures in team meetings before either programmes are delivered. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

Appendix

Curriculum Content

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- To know that we should ask for help whenever we need it.
 - To know who the key, trusted adults are in school.
 - To know how exercise helps our body and mind.
 - To know some of the different feelings that we have, such as fear, joy, disgust, surprise, sadness, anger, happiness.
 - To know what makes us happy or sad.
 - To know what we can do to make others happy or sad.

Y1

- To know how to recognise and report feelings of being unsafe or feeling bad.
- To know that when we are looking after ourselves, we are exercising self-care.
- To know that doing things we like makes us happy.
- To know what an emotional trigger is.
- To know what rest is and why it is important.
- To know that friendship conflicts can be solved with the help of an adult.

Y2

- To know what teasing and bullying is, and how it is different from disputes or accidents.
- To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- To know what constitutes as a trusted adult.
- some ways to express important emotions.
- To know some ways to express important emotions.
- To know that there are some proven activities that keep us healthy, including physical exercise, time outdoors, gardening, community participation – (clubs and hobbies) voluntary activity - in class, home or elsewhere, and positive routines.
- To know that talking to a trusted adult can help manage feelings of loneliness.
- To know what self-respect is, and that it enables them to be happy, confident and resilient.
- To know what self-worth is and that it enables them to be happy, confident and resilient.

Y3

- To know 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.
- To know how adequate sleep improves wellbeing.
- To know some of the more complex feelings we feel, such as pride, shame, dismay, jealousy, embarrassment, empathy.
- To know that friends can help ease loneliness.
- To know the benefit of talking about feelings.
- To know that people sometimes need help to feel better.
- To know how to show self-respect and how this contributes to happiness.
- To know how to express and realise their self-worth.
- To know that there are ways to cope with loss.

Y4

- To know that friendships can impact mental health and wellbeing.
- To know the different types of bullying, including physical, verbal, non-verbal and psychological.
- To know some of the effects of bullying.
- To know when it is important to seek adult support.
- To know that relationships can promote wellbeing.
- To know that health and wellbeing can be influenced by many factors.
- To know the many factors that can affect mood such as responsibilities, personal preferences, exercise.
- To know how events and people can make us feel happy, sad, anxious or upset.
- To know how to recognise the emotions of another.
- To know a range of self-care strategies they can use to regulate their emotional experience (for example, some people enjoy mindfulness, colouring, exercise, setting a time to 'unwind' before bed as well as getting enough sleep).
- To know that people can seem happy but still need help.
- To know that we can have an impact on the wellbeing of others.

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- To know that life experiences can impact wellbeing.
 - To know that by recognising our feelings, we can manage them.
 - To know what causes grief, with a particular focus on loss and bereavement.

Y5

- To know how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- To know the key factors that may influence health and wellbeing.
- To know that we can feel multiple emotions (feeling good, bad or indifferent at the same time) and false emotions (pretending to like a present).
- To know the difference between boredom, isolation and loneliness.
- To know some strategies for easing feelings of loneliness.
- To know that wellbeing is a spectrum.
- To know how to recognise feelings in others as well as ourselves.
- To know some strategies for dealing with grief, with a particular focus on loss and bereavement.

Y6

- To know some of the topical issues concerning health and wellbeing, and how this can impact them.
- To know that feelings can vary in intensity.
- To know how to cope with transitions.
- To know about the feelings and changes associated with puberty, including body image; human reproduction and conception.

Respectful Relationships

FS2

- To know who we have relationships with.
- To know that there are different kinds of relationship.
- To know some strategies for solving conflict.
- To know some rules about being together with others.
- To know that we can play with everybody.
- To know some feelings that others may experience.
- To know what personal space is.

Y1

- To know the definition of respect.
- To know some examples of different types of relationship (parent and child, friends, teacher and student).
- To know and apply a wider range of strategies for solving conflict.
- To know and be able to explain the purpose of some basic rules of being with others (use kind hands, listen, etc).
- To know some reasons why others may behave the way that they do.
- To know what a good friendship, family relationship or other relationship looks like.
- To know that we can improve our relationships by being kind, considerate and respectful, and by being honest listening to each other.

Y2

- To know the definition of mutual respect.
- To know that relationships have boundaries.
- To know that we can put our own boundaries in place. E.g. sharing some toys but not all of them, choosing how much physical contact we have.
- To know some examples of secrets and surprises.
- To know some strategies for working well together.
- To know a range of strategies for resolving conflict.
- To know what teasing and bullying is, and how it is different from disputes or accidents.
- To know that relationships can form online, and how to keep these safe.
- To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- To know what to do if we see someone experience something bad.

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- To know 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.
 - To know that different relationships have different characteristics. E.g. In a friendship, you enjoy time together, in a family, you experience love, in a working relationship, you should feel supported.
 - To know we can improve relationships by respecting personal space, privacy and boundaries accepting each other's differences.

Y3

- To know that relationships have boundaries in order to keep us safe, (including in a digital context).
- To know some of the reasons why we may keep secrets and surprises.
- To know 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.
- To know a wide range of strategies for working well together.
- To know a range of strategies for resolving conflict.
- To know how we can build relationships with others in the community.
- To know how to make sensible decisions about being online.
- To know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- To know that we have a responsibility to stop people from being treated badly where we can, in a safe way.
- To know the importance of permission-seeking and giving in relationships with friends, peers and adults.
- To know the importance of good communication in relationships.
- To know how to listen to and value other's opinions, and to expect this in return.

Y4

- To know that relationships can be healthy or unhealthy.
- To know some of the basic signs of a healthy relationship.
- To know that we have physical boundaries within different relationships.
- To know a greater range of strategies for resolving conflicts at school and when we might need to resolve conflict outside of school.
- To know that friendships can impact mental health and wellbeing.
- To know 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.
- To know the different types of bullying, including physical, verbal, non-verbal and psychological.
- To know some of the effects of bullying.
- To know the importance of self-respect and how this links to their own happiness.
- To know that we can improve relationships by focussing on the good things in each other, and by praising each other on achievements.
- To know what a bystander is.
- To know that that part of self-respect is knowing and showing when we want to do something or not.
- To know that that people are free to choose who they develop intimate one-to-one relationships with and that such relationships are diverse.
- To know that we can have an impact on the wellbeing of others.

Y5

- To know how to foster a healthy relationship.
- To know the physical boundaries within different relationships.
- To know how to work together, even under difficult circumstances.
- To know why it is better to work together.
- To know a greater range of strategies for resolving conflicts at school and when we might need to resolve conflict outside of school.
- To know that it is important not to pressure others to think or behave a certain way.

- To know 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.
- To know that someone might not always show that their feelings are hurt, and that what they are experiencing is harmful.
- To know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- To know that there are ways for us to safely be an active bystander.
- To know how to express or deny permission in a confident, kind way.
- To know that diverse relationships include same-sex / opposite-sex / non-binary relationships couples who share / have different cultural influences and beliefs, committed relationships with or without a legal status (e.g. marriage, civil partnership, cohabiting), couples that do or do not have children.
- To know that not everyone is in a relationship, and that there is nothing unusual about this; many people choose to be 'single'.
- To know that we are responsible for keeping ourselves and others safe.

Y6

- To know how to show mutual respect in a range of contexts.
- To know and understand what constitutes a healthy relationship.
- To know the physical boundaries within different relationships, and how these should be decided.
- To know how to negotiate and compromise during a conflict, maintaining a sense of mutual respect.
- To know that families are important for children growing up because they can give love, security and stability.
- To know 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.
- To know that mutual respect does not mean having to agree with someone; their own needs are just as important.

Basic First Aid
FS2

- To know that cuts, scrapes, stings, head-bumps, and bruises are injuries.

Year 1

- To know what we should do if we get injured at home or at school.

Year 4

- To know when it is important to seek adult support.
- To know that basic first aid teaches us how and when to help someone who is suddenly injured or ill.
- To know that it is important to decide whether it is safe to administer first aid.
- To know some of the signs for when we should seek emergency help.
- To know how to deal with bee stings.
- To know how to deal with cuts and grazes.
- To know how to deal with nosebleeds.
- To know how to deal with headaches.
- To know what a sprain is, how to identify it, and how to treat it.
- To know how to recognise a severe head injury, and the procedure to deal with it.
- To know how to recognise broken bones, and the procedure for dealing with them.
- To know how to recognise and deal with eye injuries.
- To know how to recognise and deal with burns.
- To know how to recognise and deal with choking.

Year 5

- To know what a defibrillator is
- To know when one might need a defibrillator
- To know how to keep physically and emotionally safe on and offline.

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- To know some symptoms of being unwell: severe pain anywhere in the body, explained (e.g. from a fall) or otherwise, loss of appetite, an unexplained loss of weight, hair loss.
 - To know what to do if suffering from illness.
 - To know what painkillers and antihistamines are used for.
 - To know what antiseptic cream and wound dressings are used for.
 - To know how to safely apply a bandage.
 - To know what to do if someone falls unconscious.
 - To know what a defibrillator is
 - To know when one might need a defibrillator
 - To know how to deliver CPR

Year 6

- To know how to assess and mitigate risks.
- To know that with independence comes the responsibility of keeping ourselves safe.
- To know that there can be pressure on behaviour, from peers and media.
- To know how to manage emergencies.
- To know that there are habits which affect our safety: alcohol, tobacco and drugs.
- To know that people's skin needs exposure to ultraviolet (UV) radiation in sunlight to produce vitamin D.
- To know that vitamin D helps the body absorb calcium and phosphate from our diet. These minerals are important for healthy bones, teeth and muscles.
- To know that there is an important balance between getting enough sunlight to produce vitamin D and the risk of too much time in the sun and exposure to UV radiation which can be harmful.
- To know that the risks of too much exposure to the sun include: dehydration, heat exhaustion, sunburn, (major and minor)
- severe sunburn, when the skin is blistered and swollen - this requires urgent medical attention.
- Explain that we can reduce risk on sunny days if we: wear and regularly reapply sunscreen, wear a hat, cover shoulders, spend time in the shade when the sun is strongest, wear sunglasses and do not look directly at sun, stay hydrated.

Healthy Eating

(Supplemented in Y3 science 'Animals, including humans').

FS2

- To know how to recognise when they are feeling hungry.
- To know that we make choices about our diets.
- To know some examples of healthy food (vegetables).

Year 1

- To know that food is fuel.
- To know that we make choices about what we eat, based on our health, beliefs, and our likes and dislikes.
- To know the meaning of the word 'balance'.

Year 2

- To know about the basic food groups.
- To know what a healthy, balanced diet might look like, and that this has a balance of nutrients.
- To know that it is beneficial to eat a wide variety of foods.
- To know that different foods have different nutrients.
- To know why it is important to drink enough fluids.
- To know the benefits of different kinds of diets.

Year 3 (Covered in Science and Life Skills).

- To know that one should be informed before making choices about diet.
- To know that there are different forms of a balanced diet, and how one might choose between them.
- To know the terms 'protein, carbohydrates and fats.'
- To know what vitamins and fibre are, and their importance in diet.
- To understand why we need to eat a range of fruits and vegetables.

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- To know what calories are, and how many calories a person should consume each day.
 - To know that unhealthy diets can include some or all of the following: high in sugar; high in salt; high in bad fat (saturated fat); missing the right balance of nutrients; lacking in vitamins and minerals; lacking in fibre.
 - To know that poor diets can lead to: feeling tired more easily; having less energy for normal daily routines like walking to school, playing with our friends or other physical activity; being less able to concentrate at school.
 - To know that, over time, unhealthy diets can lead to: tooth decay; an unhealthy weight (overweight or underweight); obesity related conditions like type 2 diabetes.

Year 5

- To know that media, beliefs, the environment and the welfare of animals can influence our dietary choices.
- To know the difference between simple and complex carbohydrates, and some sources of these.
- To know that protein helps the body construct amino acids, for the growth and repair of muscles, and some sources of these.
- To know the function and sources of soluble and insoluble fibre.
- To know the most important vitamins and their sources.
- To know some of the basic minerals, the quantity needed in a diet, and their sources.
- To know that caffeine is a drug which stimulates our body.
- To know some of the sources of caffeine.
- To know what alcohol is, and some of the risks it poses.

Health and Prevention

FS2

- To know why hand washing is important.
- To know when to wash hands.

Year 1

- To know the meaning of the word 'hygiene'.
- To know that good hygiene can prevent illness, the spread of germs and bad skin.
- To know that washing the face daily, regularly bathing or showering our body and hair, cleaning ourselves and washing our hands after we use the toilet, trimming fingernails and toenails to avoid trapping germs under them can keep us healthy.
- To know how to safely sneeze and cough.

Year 2

- To know that breathing, touch, dirty water, contaminated food, contact with animals and their faeces, unwashed hands and sharing other people's knives and forks are ways of spreading germs.
- To know why we practise basic hygiene.
- To know that sleep is important.
- To know how much sleep they should be getting.

Year 3

- To know that what goes into our bodies can keep us safe or pose risks to us.

Year 4

- To know some of the signs of a minor illness: skin rash, continuous cough and/or sore throat, headache, sticky eyes, sore ears and vomiting.
- To know that sleep helps our brains consolidate information, enables the body to heal and grow, and helps to regulate emotions.
- To know that a lack of sleep can make us put on weight, make it harder to learn and remember, and put us in a bad or anxious mood.
- To know that regular exercise, routines, time outside and limiting time on devices are important for helping us get enough sleep.
- To know that regularly and thoroughly washing ourselves is essential as we grow, in order to prevent odour, navigate social stigma and be hygienic.

Year 5

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- To know some other common signs of being unwell: diarrhoea, high temperature or fever, consistent cold, running nose, pain when passing urine or needing to urinate more often.
 - To know that, when we are unwell, we can be given medicine to make us feel better.
 - To know that medicine should be given to us by a trusted adult.

Year 6

- To know that microbes cause diseases.
- To know that microbes, bacteria and fungi are types of microbes.
- To know what an infection is.
- To know that infections can be: viral, bacterial, fungal.
- To know that viral infections are infections by a virus. Viruses are usually harmful to humans.
- Viruses cannot survive by themselves and need a 'host' cell in order to survive and reproduce. Once inside the cell, they multiply and destroy the cell in the process.
- To know that viral infections include: the common cold, flu virus, stomach bugs which cause diarrhoea (e.g. rotavirus).
- To know that bacterial infections are infections by bacteria.
- To know that bacteria can be found everywhere, and can be harmful, such as when they cause food poisoning or infection, or beneficial to the body and improve health.
- To know that harmful bacteria include: Clostridium difficile, which can cause diarrhoea; Staphylococcus aureus, which can cause skin infections, pneumonia and other serious infections.
- To know that fungal infections are infections by fungi, which are multicellular organisms. Fungi get their food by either decomposing dead organic matter or by living as parasites on a host. Fungi occur naturally on the body.
- To know that a fungal infection occurs when fungi take over an area of the body and overwhelm the immune system.
- To know that the body's immune system fights infections. To know that antibiotics, antivirals, antifungals can also treat illnesses.
- To know how vaccinations help prevent infection.
- To know that vaccines create antibodies.
- To know what herd immunity and herd protection are.

Physical health and fitness

(Supplemented in circulatory system, Y5 Science).

FS2

- To know some ways of getting activity into our day.

Year 1

- To know that there are two types of activity: vigorous activity and moderate activity.
- To know that physical fitness can improve our mood.

Year 2

- To know that exercise can be part of a routine, and can include family.
- To know that we can incorporate fitness into our lifestyles by doing weekly athletics or team sports (e.g. after-school clubs), regular swimming, running or cycling as a family
- To know that when we enjoy exercise, we are more likely to do it.
- To know that we can speak to a trusted adult about any worries we have about our health

Year 3

- To know that exercise can aid concentration, attention span and cognitive function.
- To know that we improve academic achievement through better brain performance.
- To know that there are risks associated with inactivity.

Year 5

- To know some of the activities that improve wellbeing, and that these can be specific to individuals.
- To know that, when we exercise, our bodies create endorphins, which make us feel good.

Online Relationships

Year 2

- To know that relationships can form online, and how to keep these safe.

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- To know that there are risks associated with communicating with people we have never met, especially in an online context.
 - To know that we should be cautious about adding a 'friend' online that we have never met.
 - To know that an awareness of our boundaries (what we feel is okay and not okay) is important for keeping us safe, in person and online.
 - To know that we should speak to a trusted adult whenever we feel unsure online.
 - To know what constitutes a stranger in an online context.
 - To know that being polite does not mean that we have to respond to a stranger online.

Year 3

- To know how to make sensible decisions about being online.
- To know that, when we are communicating with others online we need to maintain kindness and civility.
- To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not.
- To know that an awareness of our feelings can help us stay safe online.

Year 4

- To know that people can try to pressure and influence us online, and some ways to protect ourselves against this influence.
- To know that bullying can occur online, and what this might look like.
- To know that, when using the internet, we can encounter an echo chamber, where our own opinions are reinforced back to us.
- To know that echo chambers occur because of our choice of friends, or because of the exposure to content sources over time.
- To know that webcams and cameras are devices which should be used only with those we know and trust.
- To know that there can be pressures around sharing online content, including camera and webcam access, and how to manage these.

Year 5

- To know the consequences of being exposed to an echo chamber of information, and how to mitigate these consequences.
- To know how to keep physically and emotionally safe on and offline.
- To know that online content can be subject to age restrictions, for a variety of reasons.
- To know why some social media sites have age restrictions.
- To know what to do if we encounter online content which is not age appropriate.
- To know what to do if someone sends us something that is not age appropriate.
- To know the dangers of agreeing to meet up with someone online who they have never met.
- To know that they should always speak to a trusted adult when someone they meet online asks to meet in person.
- To know that a trusted adult can help to report any inappropriate or worrying online content.

Year 6

- To know that online scams can be reported to Crimestoppers.
- To know that harmful content or conduct (e.g. on social media) can be reported to individual platforms
- To know that harmful or criminal conduct or content should be reported to the police
- To know that Childline (0800 1111) can give anonymous advice about online bullying.
- To know that an adult can help to know where to report inappropriate or worrying content, and that child abuse can be reported to the Internet Watch Foundation.

Computing Curriculum

Online Relationships

Internet Use, Rationing and Risk

Year 2

- To know how the internet is a valuable tool for finding out new information.
- To understand that the internet allows us to share information with a wide group of people.

Year 3

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- To understand how the Internet can be used in effective communication.
 - To learn about the meaning of age restrictions symbols on digital media and devices.

Year 4

- To identify the positive and negative influences of technology on health and the environment.
- To understand the importance of balancing game and screen time with other parts of their lives

Year 5

- To know how to maintain secure passwords.
- To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.
- To gain a greater understanding of the impact that sharing digital content can have.

Year 6

- To understand the importance of balancing game and screen time with other parts of their lives.
- To analyse the positive and negative influences of technology on health and the environment.

Online Relationships and Privacy

Year 2

- To understand how we should talk to others in an online situation. (Online Relationships)
- To know who to speak to when worried about content encountered online. (Online Relationships)
- To understand that information put online leaves a digital footprint or trail.
- To identify the steps that can be taken to keep personal data and hardware secure.

Year 3

- To know what makes a safe password.

Year 4

- To understand how children can protect themselves from online identity theft.
- To understand that information put online leaves a digital footprint or trail and that this can aid identity theft.
- To identify the risks and benefits of installing software including apps.
- To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. (Online Relationships)

Year 5

- To review sources of support when using technology and children's responsibility to one another in their online behaviour. (Online Relationships)

Year 6

- Identify benefits and risks of mobile devices broadcasting the location of the user/device.
- Identify the benefits and risks of giving personal information.
- To review the meaning of a digital footprint.
- To have a clear idea of appropriate online behaviour. (Online Relationships)

Understanding online information

Year 3

- To be able to consider the truth of the content of websites. (Online Relationships)

Year 5

- To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. (Online Relationships)
- To know how to ensure reliability through using different methods of communication. (Online Relationships)
- To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. (Online Relationships)

Year 6

- Identify secure sites by looking for privacy seals of approval.
- To understand how information online can persist indefinitely.

Reviewed: January 2021

Review date: January 2022