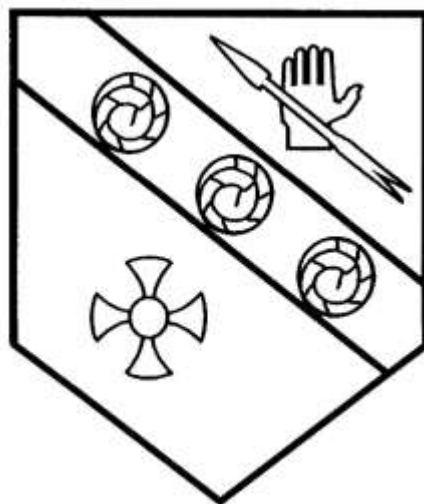


ST HILD'S COLLEGE C OF E AIDED
PRIMARY SCHOOL

Whole School Relationships, Sex Education and Health Education Policy



Shine Bright

St Hild's CE Primary School Vision Statement

"In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."

Matthew 5:16

At St Hild's we let the light of Jesus shine through all we do. St Hild shone like a bright jewel. We follow her example, not hiding our light, but letting our unique gifts shine brightly. We are an inclusive, loving community, where everyone is valued and nurtured to grow and fulfil their God-given potential.

At St Hild's CE Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop confidence, strong moral values and an enthusiasm for life-long learning. We believe that all children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment, both locally and globally.

At St Hild's CE Primary School, wellbeing is paramount and everyone is valued and respected, and we are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender, religion and sexual identity. We welcome children of all faiths and none and we believe that every member of our school community should feel valued, respected and treated as an individual.

Christian Ethos

St Hild's CE Primary School is rooted in the Christian tradition. We are committed to nurturing and developing children as rounded, spiritual human beings who understand their role as members of wider communities, locally, nationally and globally. Our children are part of a school that is proud of its values of:

- Community
- Thankfulness
- Forgiveness
- Justice
- Courage
- Love

1. Statement of Intent

At St Hild's CE Primary School, we understand our responsibility to deliver a high-quality, age appropriate and evidence based Relationships, Sex and Health curriculum for all of our pupils. This policy sets out the framework for our Relationships, Sex and Health curriculum providing clarity on how it is informed and delivered. In developing this policy we have followed the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) (Appendix 1)

Our school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. Our 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 our programme is designed to be inclusive of all pupils.

The aim of RSE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

Our RSE programme aims to prepare pupils for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within personal relationships.
- Avoid being pressured into uncomfortable or dangerous situations.
- Communicate effectively by developing the appropriate language for sex and relationship issues.
- Have an understanding of seeking permission and consent.
- Develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.
- Have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- Be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

2. Legal Framework

This policy has been developed with 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'
- DfE Guidance 'Plan your relationships, sex and health curriculum' - Information to help school leaders plan, develop and implement the new statutory curriculum. September 2020
<https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum#creating-a-policy-for-the-new-curriculum>

This policy should be read conjunction with the following whole school policies:

- Safeguarding
- Online Safety
- Behaviour
- SEND
- Equality policy, statement and objectives
- Anti-bullying
- Mental Health and Well-being
- Social, Moral, Spiritual and Cultural

3. Definitions

For the purposes of this policy "Relationships and Sex Education" is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy "Health Education" is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

4. Roles and Responsibilities

The Governing Body 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/carers 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.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.

The Head Teacher is responsible for:

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

The Relationships, Sex and Health Education subject leader is responsible for:

- Overseeing the delivery of these subjects.
- Ensuring delivery of these subjects is 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 Head Teacher and/or Governing Body.

Teaching staff 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 agreed whole school 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.
- Liaising with the School Nurse, where appropriate, to support the delivery of the curriculum.
- Working with the Relationships, Sex and Health Education subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff on how best to identify and support pupils' individual needs.
- Advising all staff on the use of TAs in order to meet pupils' individual needs.
- Determining interventions and accessibility to the correct intervention.
- Ensuring:
 - that the curriculum is fully accessible;
 - that Education, Health and Care (EHC) Plans are followed;
 - that teaching is differentiated to support pupils with SEND to fully access the curriculum. This might include revisiting earlier topics or spending longer on a topic.
- The specific duties set out in:
 - schedule 10 of the Equality Act 2010 to support the participation of disabled pupils;
 - chapter 6 of the SEND code of practice, to support the participation of pupils with SEND.

5. Curriculum organisation**Our whole school curriculum intent**

At St Hild's CE Primary School, our whole school curriculum has been carefully planned in order to meet the specific needs of our children. As a school, we believe that all children are individuals, therefore we respect and value every member of our school family and we provide a safe, nurturing learning environment in which each child is supported and encouraged to achieve their full potential. We celebrate achievements and reward successes and we encourage every child to "shine bright" in everything they do. We endeavour to encourage mutual respect and responsibility and strive to foster confidence, resilience and self-esteem in a supportive and caring environment. We provide our children with a secure understanding of the diverse world around them and encourage them to make a positive contribution to the school and the wider community.

We are very proud of the whole school curriculum we have developed and we have high aspirations for all. Our aim is to provide a curriculum that is flexible, engaging and enjoyable for all and our curriculum is designed to maximise the academic potential of all children while developing well-rounded young people prepared for life in the wider world. Our core Christian values are central to life in our school with the additional curriculum layers leading to inspiration, engagement, enjoyment and achievement.

Our RSE curriculum intent

Though a well-planned Relationships, Sex and Health Education curriculum, our aim is to enable all of our children to become safe, healthy, independent and responsible members of society who appreciate and respect difference and diversity. We promote active participation within our democratic society and encourage children to think of themselves as global citizens. Our Relationships, Sex 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.

Our RSE curriculum takes into account the views of pupils, teachers, parents/carers and Governors and we are dedicated to ensuring that our curriculum meets the needs of the whole school community. It is informed by issues in the school and wider community to ensure it is tailored to pupils' wider needs and we have consulted with parents/carers, governors, pupils and staff on the development of this policy. When organising our curriculum, the religious backgrounds of all pupils are considered, so that the topics that are covered are taught appropriately. We also take into account local health profiles of children and young people within our catchment area and this will help to identify local priorities in our curriculum. Any parent/carer, staff member or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by contacting the Head Teacher.

An overview of Relationships Education and what pupils will know by the end of primary school is at Appendix 2. An overview of Health Education and what pupils will know by the end of primary school is at Appendix 3. Our school is free to determine within the statutory curriculum content outlined in Appendix 2 and 3 Appendix what pupils are taught during each year group and we always consider the age and development of our pupils when deciding what will be taught in each year group. A summary of the content that will be taught during each Year Group is outlined at Appendix 4.

The delivery of relationships education and health education coincide with one another and will be delivered as part of our school's PSHE curriculum. PSHE is delivered throughout our school and lessons are delivered weekly in all classes. Our curriculum is based on the PSHE Association curriculum and aims to provide children with:

- Accurate, balanced and relevant knowledge;
- Opportunities to turn knowledge into personal understanding;
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities;
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives;
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.

Our PSHE curriculum is divided into three Core Themes:

- Health and Well-Being;
- Relationships;
- Living in the Wider World.

Through our whole-school approach to RSE (and PSHE), our children acquire the knowledge, understanding and skills they need to manage their lives now and in their futures.

6. Sex Education

The DfE recommends that *all* primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

All pupils must be taught the statutory aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

At St Hild's CE Primary School, we want to ensure that all of our pupils are prepared for the changes that adolescence brings so we teach pupils sex education beyond what is required of the science curriculum however the age and development of pupils is always considered when delivering sex education. All staff throughout school will use scientifically correct vocabulary when discussing the human body to avoid misunderstandings and ambiguity. The words which will be used throughout school are: breast, vulva, vagina, penis, testicles and pubic hair.

Parents/carers are consulted on the organisation and delivery of our sex education curriculum in accordance with section 6 and section 12 of this policy and are given the opportunity to feedback on what should be taught through sex education.

A summary of the content that is currently taught during each Year Group is outlined at Appendix 4.

7. Resources and Delivery of the RSE Curriculum

At St Hild's CE Primary School, we will teach the curriculum to reflect the requirements set out in law, particularly the Equalities Act 2010, so that pupils understand what the law does, and does not, allow, and the wider implications of decisions they make. All members of staff will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. They will answer questions sensitively, honestly and appropriately to the pupil's age.

Pupils will be taught about LGBTQ+ from Early Years onwards and formally in Upper Key Stage 2; however we will always consider the development and maturity of pupils before teaching this topic. At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the RSE curriculum, rather than delivered as a stand-alone lesson.

All members of staff will have the same high expectations of the quality of pupils' work in RSE as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Lessons will be planned to ensure that all pupils of differing abilities are suitably challenged. Teachers will identify and assess the needs of pupils who may require extra support or intervention. Whilst there is no formal examined assessment for RSE, we will use verbal comments, written work and self-evaluations, to capture the progress of each child.

As a school, we will ensure that all teaching resources and materials are appropriate for the age and maturity of pupils, their religious backgrounds and are sensitive to their needs. Inappropriate videos, images etc. will not be used and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. Any resources or materials used to support learning, including those used by representatives from outside agencies, 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, meet the outcome of the relevant part of the curriculum, and are in line with the school's legal duties in relation to impartiality. We will not under any circumstances use resources produced by organisations that take extreme political stances on matters. This is the case even if the material itself is not extreme, as the use of it could imply endorsement or support of the organisation.

We consult with parents/carers, and at all points of delivery of this programme, will provide examples of the resources that we plan to use as we want to reassure parents/carers and enable them to continue the conversations started in school at home.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-b-resources-for-relationships-education-relationships-and-sex-education-rse-and-health-education>

8. External Partners

External partners may be invited to assist from time to time with the delivery of our RSE programme and they will be required to comply with this policy. External agencies can provide speakers, tools and resources to enhance and supplement the curriculum. The school will ensure that the teaching delivered by the external partner fits with the planned curriculum and this policy. The use of external partners is to enhance our curriculum rather than as a replacement for school staff delivering the curriculum.

When using external agencies, we will take particular care that the agency and any materials used are appropriate and in line with our legal duties regarding political impartiality. We will:

- forbid the pursuit of partisan political activities by our pupils
- forbid the promotion of partisan political views in the teaching of any subject in our school
- take reasonably practicable steps to secure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views

Before delivery of the session, the school will discuss the partner's lesson plan and any materials the partner intends to use and ensure that the content is age appropriate for the pupils and meets pupil's needs. As a school, we will ensure that any external partner complies with our Child Protection and Safeguarding Policy.

9. Links with other curriculum areas

At St Hild's CE Primary School, we will draw links between Relationships, Sex and Health education and other curriculum subjects wherever possible. 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.
- English - when literary texts which touch on emotional aspects of relationships are studied in the English curriculum.
- 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, and how content in computing relates to online and media topic.
- 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.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals, in the local context and wider community; pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

10. Consultation with parents and carers

We understand the important role parents and carers play in enhancing their children's understanding of Relationships, Sex and Health. We also understand how important parents'/carers' views are in shaping the curriculum.

At St Hild's CE Primary School, we work closely with parents/carers by establishing open communication. All parents/carers will be consulted in the development and delivery of our curriculum via Dojo and/or letter.

Parents/carers are provided with the following information via our school website:

- 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.

11. Right to withdraw from sex education (See appendix 5)

Relationships and Health Education are statutory in Primary Schools and parents/carers do not have the right to withdraw their child from these subjects.

Parents/carers do have the right to request that their child be withdrawn from some or all elements of sex education delivered (other than what must be taught as part of the statutory science curriculum). The Head Teacher will discuss the request with parents/carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Head Teacher will document this process to ensure a record is kept.

The Head Teacher may discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This includes social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said during lessons, rather than what was directly said by the class teacher.

Once those discussions have taken place, the Head Teacher will respect the parents'/carers' request to withdraw the child except where in respect of content that must be taught as part of the science curriculum. (Please see request form in Appendix 5).

This process is the same for pupils with SEND however, there may be exceptional circumstances where the Head Teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

The Head Teacher will not grant a request to withdraw a pupil from any sex education delivered as part of the science curriculum.

If a pupil is withdrawn from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

Where there is shared parental responsibility, both parties should, where possible, reach a shared agreement to request that their child is withdrawn from sex education.

12. Staff training

Staff wellbeing

It is essential that teachers and teaching assistants can maintain their own wellbeing when delivering the curriculum. There may be times that a topic triggers feelings or thoughts, including of historic, recent or current trauma. It is important for school leaders to appreciate the different nature of these subjects, and be understanding of teachers' individual circumstances and the support they may need. Leaders will engage teachers in considering their own needs in advance.

It is important that teaching is balanced and not dependent on any personal views teachers may have. Teachers should operate at all times within the framework of this policy, the Teaching Standards and comply with the Equality Act. There is no obligation on teachers to offer information personal to themselves or to share personal views.

Teachers are not required to answer personal questions asked by pupils and should consider, with the support of leaders, how best to handle any such questions.

All staff members will receive appropriate training to ensure they are up-to-date with the Relationships, Sex and Health Education programme and any associated issues.

Members of staff responsible for teaching the subjects will undergo further training to ensure they are fully equipped to teach the subjects effectively. Training of staff will also be scheduled around any updated guidance on the programme and any new developments.

The DfE training modules provide some examples of good practice and approaches to support staff preparing to teach about individual subjects.

<https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health#train-teachers-on-relationships-sex-and-health-education>

13. Bullying, Confidentiality and Safeguarding

Our school has a zero-tolerance approach to bullying. Any bullying incidents arising out of the Relationships, Sex and Health Education, such as those relating to sexual orientation, will be dealt with as seriously as any other bullying incidents in school in accordance with the Behaviour Policy.

Confidentiality within the classroom is an important aspect of Relationships, Sex and Health Education and staff should respect the confidentiality of pupils as far as possible. Pupils will be informed of the duty of confidentiality and will be made aware of what action may be taken if they choose to report a concern or make a disclosure.

If a member of staff has any suspicion of inappropriate behaviour or potential abuse, or if any reports are made during lessons as a result of the content of the curriculum this will be reported to the Designated Safeguarding Lead and this will be dealt with in line with the Child Protection and Safeguarding Policy.

Dealing with sensitive issues

Conversations within lessons should not lead to any type of bullying, ostracising or other forms of social or emotional harm. Pupils should be aware of this and lessons should be delivered in such a way to ensure this does not happen.

To help create a safe environment for pupils when teaching these topics, we will consider:

- setting ground rules for lessons, where needed, particularly around not sharing personal information (there is guidance on how to create ground rules in the individual subject training modules);
- stopping discussions if personal information is shared in lessons and following up with pupils later where needed;
- not promising confidentiality if a pupil confides something concerning;
- telling pupils they can ask for help and they will be taken seriously.

14. Monitoring and evaluating the policy

This policy will be monitored and reviewed on an annual basis by the Relationships, Sex and Health Education subject leader and Head Teacher. We will continuously evaluate and review the implementation of Relationships, Sex and Health Education, to ensure the quality of provision. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents/carers, staff or pupils, and issues in the school or local area that may need addressing.

The Governing Body is responsible for approving this policy.

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

Date of Implementation: September 2022

Date of Review: September 2023

Signed RSE Leader: *A Luke*

Signed Head Teacher: *A Ryder*

Signed Chair of Governors: *J Moss*

Appendix 1

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)¹

In the Diocese of Durham and Newcastle, we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

- 1. To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
- 2. That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents/carers in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
- 3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act² and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
- 4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
- 5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
- 6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

¹ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

Appendix 2

Relationships Education overview

Families and people who care for me

By the end of primary school, pupils will know:

1. That families are important for them growing up because they can give love, security and stability.
2. 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.
3. 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.
4. 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.
5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

By the end of primary school, pupils will know:

7. How important friendships are in making us feel happy and secure, and how people choose and make friends.
8. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
9. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
10. 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.
11. How to recognise who to trust and who not to trust.
12. How to judge when a friendship is making them feel unhappy or uncomfortable.
13. How to manage conflict.
14. How to manage different situations and how to seek help from others if needed.

Respectful Relationships

By the end of primary school, pupils will know:

15. 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.
16. Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
17. The conventions of courtesy and manners.
18. The importance of self-respect and how this links to their own happiness.
19. 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.
20. 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.
21. What a stereotype is, and how they can be unfair, negative or destructive.

22. The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships

By the end of primary school, pupils will know:

23. That people sometimes behave differently online, including pretending to be someone they are not.
24. 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.
25. The rules and principles for keeping safe online.
26. How to recognise harmful content and contact online, and how to report these.
27. How to critically consider their online friendships and sources of information.
28. The risks associated with people they have never met.
29. How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

30. What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
31. About the concept of privacy and the implications of it for both children and adults.
32. That it is not always right to keep secrets if they relate to being safe.
33. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
34. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
35. How to recognise and report feelings of being unsafe or feeling bad about any adult.
36. How to ask for advice or help for themselves and others, and to keep trying until they are heard.
37. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
38. Where to seek advice, for example, from their family, their school and other sources.

Appendix 3

Health education overview

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

Mental wellbeing

By the end of primary school pupils will know:

39. That mental wellbeing is a normal part of daily life, in the same way as physical health.
40. That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
41. The scale of emotions that humans experience in response to different experiences and situations.
42. 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.
43. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
44. The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
45. Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
46. How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
47. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
48. 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.
49. That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of primary school, pupils will know:

50. That for most people, the internet is an integral part of life and has many benefits.
51. About the benefits of rationing time spent online.
52. The risks of excessive time spent on electronic devices.
53. The impact of positive and negative content online on their own and others' mental and physical wellbeing.
54. How to consider the effect of their online actions on others.
55. How to recognise and display respectful behaviour online.
56. The importance of keeping personal information private.
57. Why social media, some computer games and online gaming, for example, are age-restricted.
58. 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.
59. How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
60. Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

61. The characteristics and mental and physical benefits of an active lifestyle.
62. 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.
63. The risks associated with an inactive lifestyle, including obesity.
64. How and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy eating

By the end of primary school, pupils will know:

65. What constitutes a healthy diet, including an understanding of calories and other nutritional content.
66. The principles of planning and preparing a range of healthy meals.
67. 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.

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

68. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the end of primary school, pupils will know:

69. How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
70. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
71. The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
72. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
73. About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
74. The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will know:

75. How to make a clear and efficient call to emergency services if necessary.
76. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

By the end of primary school, pupils will know:

77. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
78. About menstrual wellbeing and key facts relating to the menstrual cycle.

Appendix 4

Outline of Relationships Education, Sex Education and Health Education per year group.

At St Hild's CE Primary School, we have planned a progressive curriculum and topics are built upon prior knowledge taught in previous years as children progress through school to provide a smooth transition to secondary school.

We will deliver a carefully sequenced and coherent curriculum, by:

- identifying the essential concepts, knowledge, skills and principles of the subject and providing an opportunity for all pupils to learn and master these critical components;
- ensuring pupils' thinking is focused on key ideas within the subject;
- working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations;
- using resources and materials aligned with the school curriculum (for example, printed or online textbooks or shared resources designed by experienced colleagues that carefully sequence content);
- being aware of common misconceptions and discussing with experienced colleagues how to help pupils master important concepts.

YEAR 1	
RELATIONSHIPS	
Families and close positive relationships	<p>R1. To know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.</p> <p>R2. To identify the people who love and care for them and what they do to help them feel cared for.</p> <p>R3. To know about different types of families including those that may be different to their own.</p> <p>R4. To identify common features of family life.</p> <p>R5. To know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</p>
Safe Relationships	<p>R13. To recognise that some things are private and the importance of respecting privacy; to know that parts of their body covered by underwear are private.</p> <p>R15. To know how to respond safely to adults they don't know.</p> <p>R20. To know what to do if they feel unsafe or worried for themselves or others; to know who to ask for help and the vocabulary to use when asking for help; to know the importance of keeping trying until they are heard.</p>
Respecting self and others	<p>R21. To know about what is kind and unkind behaviour, and how this can affect others.</p> <p>R22. To know how to treat themselves and others with respect; to know how to be polite and courteous.</p> <p>R23. To recognise the ways in which they are the same and different to others.</p> <p>R24. To know how to listen to other people and play and work cooperatively.</p> <p>R25. To know how to talk about and share their opinions on things that matter to them.</p>
YEAR 1	
HEALTH AND WELLBEING	
Healthy Lifestyles	<p>H1. To know about what keeping healthy means; different ways to keep healthy.</p> <p>H5. To know simple hygiene routines that can stop germs from spreading.</p> <p>H6. To know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</p>

	H7. To know about dental care and visiting the dentist; to know how to brush teeth correctly; to know food and drink that support dental health. H10. To know about the people who help us to stay physically healthy.
Ourselves, Growing and Changing	H21. To recognise what makes them special. H22. To recognise the ways in which we are all unique. H23. To identify what they are good at, what they like and dislike. H24. To know how to manage when finding things difficult. H25. To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). H26. To know about growing and changing from young to old and how people's needs change. H27. To know about preparing to move to a new class/year group.
Keeping Safe	H33. To know about the people whose job it is to help keep us safe. H35. To know what to do if there is an accident and someone is hurt. H36. To know how to get help in an emergency (how to dial 999 and what to say).
Drugs, Alcohol and Tobacco	H37. To know about things that people can put into their body or on their skin; how these can affect how people feel.

YEAR 2 RELATIONSHIPS

Friendships	R6. To know how people make friends and what makes a good friendship. R7. To know how to recognise when they or someone else feels lonely; to know what to do. R8. To know simple strategies to resolve arguments between friends positively. R9. To know how to ask for help if a friendship is making them feel unhappy.
Managing hurtful behaviour and bullying	R10. To know that bodies and feelings can be hurt by words and actions; to know that people can say hurtful things online. R11. To know how people may feel if they experience hurtful behaviour or bullying. R12. To know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; to know how to report bullying; to know the importance of telling a trusted adult.
Safe Relationships	R14. To know that sometimes people may behave differently online, including by pretending to be someone they are not. R16. To know how to respond if physical contact makes them feel uncomfortable or unsafe. R17. To know that there are situations when they should ask for permission and to also know when their permission should be sought. R18. To know about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). R19. To know basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe. R20. To know what to do if they feel unsafe or worried for themselves or others; to know who to ask for help and to know the vocabulary to use when asking for help; to know the importance of keeping trying until they are heard.
Respecting self and others	R22. To know how to treat themselves and others with respect; to know how to be polite and courteous. R24. To know how to listen to other people and play and work cooperatively.

YEAR 2 HEALTH AND WELLBEING

Healthy Lifestyles	H1. To know what keeping healthy means; to know different ways to keep healthy. H2. To know about foods that support good health and the risks of eating too much sugar.
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	<p>H3. To know how physical activity helps us to stay healthy; to know ways to be physically active every day.</p> <p>H4. To know why sleep is important and to know different ways to rest and relax.</p> <p>H8. To know how to keep safe in the sun and protect skin from sun damage.</p> <p>H9. To know different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.</p>
Mental Health	<p>H11. To know about the different feelings that humans can experience.</p> <p>H12. To know how to recognise and name different feelings.</p> <p>H13. To know how feelings can affect people's bodies and how they behave.</p> <p>H14. To know how to recognise what others might be feeling.</p> <p>H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>H16. To know about ways of sharing feelings; to know a range of words to describe feelings.</p> <p>H17. To know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</p> <p>H18. To know different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</p> <p>H19. To recognise when they need help with feelings; to know that it is important to ask for help with feelings; and to know how to ask for it.</p> <p>H20. To know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p>
Ourselves, Growing and Changing	<p>H27. To prepare to move to a new class/year group.</p>
Keeping Safe	<p>H28. To know about rules and age restrictions that keep us safe.</p> <p>H29. To recognise risk in simple everyday situations and to know what action to take to minimise harm.</p> <p>H30. To know about how to keep safe at home (including around electrical appliances) and to know about fire safety (e.g. not playing with matches and lighters).</p> <p>H31. To know that household products (including medicines) can be harmful if not used correctly.</p> <p>H32. To know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and to know how to cross the road safely.</p> <p>H34. To know basic rules to keep safe online, including what is meant by personal information and what should be kept private; to know the importance of telling a trusted adult if they come across something that scares them.</p>

**YEAR 3
RELATIONSHIPS**

Families and close positive relationships	<p>R1. To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</p> <p>R5. To know that people who love and care for each other can be in a committed relationship (e.g. marriage, civil partnership), can live together, but may also live apart.</p> <p>R6. To know that a feature of positive family life is caring relationships; to know about the different ways in which people care for one another.</p> <p>R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); to know that families of all types can give family members love, security and stability.</p>
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	<p>R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; to know the importance of being there for each other in times of difficulty.</p> <p>R9. To know how to recognise if family relationships are making them feel unhappy or unsafe, and to know how to seek help or advice.</p>
Friendships	<p>R10. To know about the importance of friendships; to know strategies for building positive friendships; to know how positive friendships support wellbeing.</p> <p>R11. To know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); to know that the same principles apply to online friendships as to face-to-face relationships.</p> <p>R13. To know the importance of seeking support if feeling lonely or excluded.</p> <p>R14. To know that healthy friendships make people feel included; to recognise when others may feel lonely or excluded; to develop strategies for how to include them.</p> <p>R17. To know that friendships have ups and downs; to develop strategies to resolve disputes and reconcile differences positively and safely.</p> <p>R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; to know how to manage this and ask for support if necessary.</p>
Safe Relationships	<p>R22. To know about privacy and personal boundaries; to know what is appropriate in friendships and wider relationships (including online).</p> <p>R24. To know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p> <p>R25. To recognise different types of physical contact; to know what is acceptable and unacceptable; to develop strategies to respond to unwanted physical contact.</p> <p>R26. To know about seeking and giving permission (consent) in different situations.</p> <p>R27. To know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p>R28. To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and to develop strategies for managing this.</p> <p>R29. To know where to get advice and how to report concerns if worried about their own or someone else's personal safety (including online).</p>
Respecting self and others	<p>R32. To know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p>
YEAR 3	
HEALTH AND WELLBEING	
Healthy Lifestyles	<p>H1. To know how to make informed decisions about health.</p> <p>H2. To know about the elements of a balanced, healthy lifestyle.</p> <p>H3. To know about choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>H4. To know how to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>H5. To know about what good physical health means; to know how to recognise early signs of physical illness.</p> <p>H6. To know about what constitutes a healthy diet; to know how to plan healthy meals; to know the benefits to health and wellbeing of eating nutritionally rich foods; to know the risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. To know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); to recognise opportunities to be physically active and to know some of the risks associated with an inactive lifestyle.</p>

	<p>H8. To know how sleep contributes to a healthy lifestyle; to understand routines that support good quality sleep; to understand the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p> <p>H9. To know that bacteria and viruses can affect health; to know how everyday hygiene routines can limit the spread of infection; to know the wider importance of personal hygiene and how to maintain it.</p> <p>H10. To know how medicines, when used responsibly, contribute to health; to know that some diseases can be prevented by vaccinations and immunisations; to know how allergies can be managed.</p> <p>H11. To know how to maintain good oral hygiene (including correct brushing and flossing); to know why regular visits to the dentist are essential; to know the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).</p> <p>H13. To know about the benefits of the internet; to know the importance of balancing time online with other activities; to develop strategies for managing time online.</p> <p>H14. To know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p>
Ourselfs, Growing and Changing	H36. To develop strategies to manage transitions between classes.
Keeping Safe	<p>H39. To know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.</p> <p>H40. To know about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</p> <p>H42. To know about the importance of keeping personal information private; to know strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; to know what to do if frightened or worried by something seen or read online and to know how to report concerns, inappropriate content and contact.</p> <p>H43. To know what is meant by first aid; to know basic techniques for dealing with common injuries.</p>

YEAR 4 RELATIONSHIPS

Friendships	<p>R12. To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</p> <p>R15. To know strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.</p>
Managing hurtful behaviour and bullying	<p>R19. To know the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>R20. To develop strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); to know how to report concerns and get support.</p> <p>R21. To know about discrimination: what it means and how to challenge it.</p>
Safe Relationships	<p>R23. To know why someone may behave differently online, including pretending to be someone they are not; to develop strategies for recognising risks, harmful content and contact; to know how to report concerns.</p> <p>R26. To know about seeking and giving permission (consent) in different situations.</p> <p>R28. To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and to develop strategies for managing this.</p> <p>R29. To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p>

Respecting self and others	<p>R30. To know that personal behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p>R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; to know that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; to develop strategies to improve or support courteous, respectful relationships.</p>
YEAR 4	
HEALTH AND WELLBEING	
Healthy Lifestyles	H12. To know about the benefits of sun exposure and risks of overexposure; to know how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.
Mental Health	<p>H17. To recognise that feelings can change over time and range in intensity.</p> <p>H18. To know about everyday things that affect feelings and the importance of expressing feelings.</p> <p>H19. To develop a varied vocabulary to use when talking about feelings; to know how to express feelings in different ways.</p> <p>H20. To develop strategies to respond to feelings, including intense or conflicting feelings; to know how to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>H23. To know about change and loss, including death, and how these can affect feelings; to develop ways of expressing and managing grief and bereavement.</p>
Ourselves, Growing and Changing	<p>H27. To recognise their individuality and personal qualities.</p> <p>H28. To identify personal strengths, skills, achievements and interests and to know how these contribute to a sense of self-worth.</p> <p>H29. To know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p> <p>H36. To develop strategies to manage transitions between classes.</p>
Keeping Safe	<p>H37. To know reasons for following and complying with regulations and restrictions (including age restrictions); to know how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <p>H38. To know how to predict, assess and manage risk in different situations.</p> <p>H41. To develop strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; to understand safe use of digital devices when out and about.</p> <p>H42. To know about the importance of keeping personal information private; to know strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; to know what to do if frightened or worried by something seen or read online and to know how to report concerns, inappropriate content and contact.</p> <p>H43. To know what is meant by first aid; to know basic techniques for dealing with common injuries.</p> <p>H44. To know how to respond and react in an emergency situation; to know how to identify situations that may require the emergency services; to know how to contact them and what to say.</p>
Drugs, Alcohol and Tobacco	H46. To know the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; to recognise that drug use can become a habit which can be difficult to break.

YEAR 5 RELATIONSHIPS	
Friendships	R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; to know how to manage this and ask for support if necessary.
Safe Relationships	R24. To know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. R26. To know the importance of seeking and giving permission (consent) in different situations. R29. To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online).
Respecting self and others	R32. To know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. R34. To know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.
YEAR 5 HEALTH AND WELLBEING	
Healthy Lifestyles	H1. To know how to make informed decisions about health. H3. To know about choices that support a healthy lifestyle, and to recognise what might influence these. H4. To recognise that habits can have both positive and negative effects on a healthy lifestyle. H6. To know about what constitutes a healthy diet; to know how to plan healthy meals; to know the benefits to health and wellbeing of eating nutritionally rich foods; to know the risks associated with not eating a healthy diet including obesity and tooth decay. H7. To know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); to recognise opportunities to be physically active and to know some of the risks associated with an inactive lifestyle. H8. To know how sleep contributes to a healthy lifestyle; to understand routines that support good quality sleep; to understand the effects of lack of sleep on the body, feelings, behaviour and ability to learn. H11. To know how to maintain good oral hygiene (including correct brushing and flossing); to know why regular visits to the dentist are essential; to know the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).
Ourselves, Growing and Changing	H25. To know about personal identity; to know what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes). H26. To know that for some people gender identity does not correspond with their biological sex. H30. To identify the external genitalia and internal reproductive organs in males and females and to know how the process of puberty relates to human reproduction. H31. To know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams). H32. To know how hygiene routines change during the time of puberty, to know the importance of keeping clean and to know how to maintain personal hygiene. H34. To know where to get more information, help and advice about growing and changing, especially about puberty. H36. To develop strategies to manage transitions between classes.
Keeping safe	H42. To know about the importance of keeping personal information private; to know strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; to know what to do if frightened or

	<p>worried by something seen or read online and to know how to report concerns, inappropriate content and contact.</p> <p>H43. To know what is meant by first aid; to know basic techniques for dealing with common injuries.</p> <p>H45. To know that female genital mutilation (FGM) is against British law, to know what to do and whom to tell if they think they or someone they know might be at risk.</p>
Drugs, Alcohol and Tobacco	<p>H46. To know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; to recognise that drug use can become a habit which can be difficult to break.</p> <p>H47. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p>H48. To know why people choose to use or not use drugs (including nicotine, alcohol and medicines).</p> <p>H50. To know about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.</p>

**YEAR 6
RELATIONSHIPS**

Families and close positive relationships	<p>R2. To know that people may be attracted to someone emotionally, romantically and sexually; to know that people may be attracted to someone of the same sex or different sex to them; to know that gender identity and sexual orientation are different.</p> <p>R3. To know about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</p> <p>R4. To know that forcing anyone to marry against their will is a crime; to know that help and support is available to people who are worried about this for themselves or others.</p>
Friendships	<p>R10. To know about the importance of friendships; to know strategies for building positive friendships; to know how positive friendships support wellbeing.</p> <p>R16. To know how friendships can change over time, to know about making new friends and to know the benefits of having different types of friends.</p>
Respecting self and others	<p>R34. To know how to discuss and debate topical issues, to know how to respect other people's point of view and to know how to constructively challenge those they disagree with.</p>

**YEAR 6
HEALTH AND WELLBEING**

Healthy Lifestyles	<p>H1. To know how to make informed decisions about health.</p> <p>H2. To know about the elements of a balanced, healthy lifestyle.</p> <p>H3. To know about choices that support a healthy lifestyle, and to recognise what might influence these.</p> <p>H4. To recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>H5. To know what good physical health means; to know how to recognise early signs of physical illness.</p> <p>H12. To know about the benefits of sun exposure and risks of overexposure; to know how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</p> <p>H13. To know about the benefits of the internet; to know the importance of balancing time online with other activities; to develop strategies for managing time online.</p> <p>H14. To know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p>
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Mental Health	<p>H15. To know that mental health, just like physical health, is part of daily life; to know the importance of taking care of mental health.</p> <p>H16. To know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>H21. To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p> <p>H22. To recognise that anyone can experience mental ill health; to know that most difficulties can be resolved with help and support; and to know that it is important to discuss feelings with a trusted adult.</p> <p>H24. To develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p> <p>H27. To recognise their individuality and personal qualities.</p>
Ourselves, Growing and Changing	<p>H30. To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>H31. To know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</p> <p>H32. To know how hygiene routines change during the time of puberty, to know the importance of keeping clean and to know how to maintain personal hygiene</p> <p>H33. To know about the processes of reproduction and birth as part of the human life cycle; to know how babies are conceived and born (and that there are ways to prevent a baby being made); to know how babies need to be cared for.</p> <p>H34. To know where to get more information, help and advice about growing and changing, especially about puberty.</p> <p>H35. To know about the new opportunities and responsibilities that increasing independence may bring.</p> <p>H36. To develop strategies to manage transitions between classes and key stages.</p>
Keeping Safe	<p>H40. To know about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</p> <p>H41. To develop strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; to understand safe use of digital devices when out and about.</p> <p>H42. To know about the importance of keeping personal information private; to know strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; to know what to do if frightened or worried by something seen or read online and to know how to report concerns, inappropriate content and contact.</p> <p>H43. To know what is meant by first aid; to know basic techniques for dealing with common injuries.</p> <p>H44. To know how to respond and react in an emergency situation; to know how to identify situations that may require the emergency services; to know how to contact them and what to say.</p>
Drugs, Alcohol and Tobacco	<p>H46. To know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; to recognise that drug use can become a habit which can be difficult to break.</p> <p>H49. To know about the mixed messages in the media about drugs, including alcohol and smoking/vaping.</p>

Ensuring content is appropriate

The safety of all children is of paramount importance in our school.

All members of staff should be aware of age inappropriate material on the internet. Great caution should be exercised before setting any work, in class or at home, that involves researching a subject where there is a high risk that a child could accidentally be exposed to age inappropriate material, such as pornography. Particularly at primary level, all members of staff should be careful not to expose children to over-sexualised content.

Knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed and healthy choices. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Schools have the freedom to develop an age-appropriate, developmental curriculum which meets the needs of their young people, in consultation with parents/carers and the local community. Teachers will be mindful of the law and legal requirements and be careful not to condone or encourage illegal political activity or the use of illegal drugs.

At St Hild's CE Primary School, we are aware that topics involving gender and biological sex can be complex and sensitive matters to navigate. We will not reinforce harmful stereotypes, for instance by suggesting that children might be a different gender based on their personality and interests or the clothes they prefer to wear. Resources used in teaching about this topic must always be age-appropriate and evidence based. Materials which suggest that non-conformity to gender stereotypes should be seen as synonymous with having a different gender identity will not be used and we will not work with external agencies or organisations that produce such material. While staff should not suggest to a child that their non-compliance with gender stereotypes means that either their personality or their body is wrong and in need of changing, all members of staff should always seek to treat individual pupils with empathy and support.

Outline of Sex education

Sex Education, aside from what is taught through the statutory National Curriculum for Science, is taught in Years 5 and 6. The content of Sex Education is planned for, and based around, preparing our children for the statutory Sex Education objectives which will be taught in secondary schools, as outlined in the statutory government guidance (2019).

Children will:

- Explore the human life-cycle;
- Name the main external parts of the male and female bodies and their functions;
- Explore puberty and how it affects both males and females;
- Learn how a baby is conceived and born.

Appendix 5

Right to be excused from sex education (commonly referred to as the right to withdraw)

'It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department for Education continues to recommend therefore that 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.'

Statutory guidance, Relationships education (Primary), Updated 25 July 2019

Parents and carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it is good practice for the Head Teacher to discuss the request with parents/carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will document this process to ensure a record is kept. Good practice is also likely to include the Head Teacher discussing with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in lessons, rather than what was directly said by the teacher. It should be noted that the detrimental effects maybe mitigated if the parents/carers propose to deliver sex education to their child at home instead. Once those discussions have taken place, except in exceptional circumstances for example where there are child protection concerns, the school should respect the parents' and carers' request to withdraw the child.

This process is the same for pupils with Special Educational Needs and/or Disabilities, however there may be exceptional circumstances where the Head Teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Head Teachers should grant a request to withdraw a pupil from sex education covered in the 'Changing adolescent body' unit, which includes:

- 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;
- to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles and pubic hair).

Head Teachers cannot grant a request to withdraw a pupil from any sex education delivered in primary schools, as part of the science curriculum. This includes:

Key Stage 1 - Year 2

Animals, including humans

Statutory requirements

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Notes and guidance (non-statutory)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Key Stage 2 - Year 5

Living things and their habitats

Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Animals, including humans

Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Parent / Carer Form: Withdrawal from Sex Education

To be completed by parents / carers	
Full name of child	
Year group / class	
Name of parents / carers (both names must be listed unless one parent has sole parental responsibility)	1 2
Reasons for withdrawing your child from sex education	
Any other information you would like school to consider	
Parent(s) / carer(s) signature (Both parents / carers must sign unless one parent / carer has sole parental responsibility)	1 2
Date	
To be completed by school	
Agreed actions from the discussion with parents / carers Include notes from the meeting	

Parental Responsibility

Where there is shared parental responsibility, both parties should, where possible, should reach a shared agreement to request that their child is withdrawn from sex education.

Either parent/carer can request to withdraw a child from sex education. If there is a disagreement the other parent/carer would need a prohibited steps order.

<https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility>

When one parent/carer acquires parental responsibility they can withdraw a child from sex education and religious education classes and make representations to schools concerning the child's education.

Prohibited steps order

A prohibited steps order imposes a specific restriction on the exercise of responsibility. This means that no step specified by the court, which a parent/carer could take in meeting his/her parental responsibility, can be taken without the consent of the court.

Example

One parent/carer wants to take the child abroad for an extended period or prevent the child from attending a form of religious worship, against the wishes of the other parent/carer.