



Relationships and Health Education Policy

Date of next review: May 2024
Signed by:

_____	Headteacher	Date: _____
_____	Chair Local	
_____	Academy Committee	Date: _____

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Statement of intent

At the Grand Union Partnership Multi Academy Trust, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. State-funded primary schools are also required to teach health education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Child-on-child Abuse Policy
- Pupil Confidentiality Policy
- Anti-bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Online Safety Policy

2. Roles and responsibilities

Each Local Academy Committee in the Trust is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.

Each headteacher in the Trust is responsible for:

- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Ensuring the curriculum is effectively managed and well planned.
- Evaluating the quality of provision linked to this aspect of the curriculum.
- Reviewing this policy on an annual basis.

A member of the school's senior leadership team is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not unnecessarily duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects.

Appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Liaising with the SENDCO to identify and respond to individual needs of pupils with SEND.
- Contributing to the ongoing evaluation and development of the relationships, sex and health education provision.

The SENDCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

3. Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the PSHE curriculum delivered at each school in the trust.

For the purpose of this policy:

- **“Relationships education”** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- **“Health education”** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

- “**Sex education**” is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

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

We are dedicated to ensuring our curriculum meets the needs of whole-school communities; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs.

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with a relevant staff member
- Emailing the relevant school office team
- Submitting written feedback to the school.

4. Consultation with parents

Each school in the trust understands the important role parents play in enhancing their children’s understanding of relationships and health. Similarly, we also understand how important parents’ views are in shaping the curriculum. This will include providing parents with frequent opportunities to understand and ask questions about the school’s approach to relationships and health education.

Each school will consult closely with parents when reviewing the content of the school’s relationships and health education curriculum, and will be given regular opportunities to voice their opinions and concerns. Schools in the trust will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a ‘veto’ on curriculum content, and all final decisions will be the school’s to make.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships 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

Each school will work closely with parents in reviewing the sex education curriculum, and will consult with them annually with regards to what is covered.

Each school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents are also consulted in the review of this policy, and are encouraged to provide their views at any time.

5. Relationships education overview

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

By the end of primary school, pupils will know:

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

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them, make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.

- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

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

6. Relationships education per year group

Schools in the trust are free to determine, within the statutory curriculum content outlined in [section 5](#), what pupils are taught during each year group.

Schools in the Trust always consider the age and development of pupils when deciding what will be taught in each year group. A progressive curriculum is planned, in which topics are

built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

Each school in the Trust will provide an appendix to this policy outlining the shape of the curriculum it offers, along the lines of the example below. Headteachers will present this to the Local Academy Committee and this information will be attached to this policy and published on the school website.

7. Health education overview

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

Mental wellbeing

By the end of primary school pupils will know:

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

Internet safety and harms

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.

- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

Drugs, alcohol and tobacco

By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will know:

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

Changing adolescent body

By the end of primary school, pupils will know:

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

8. Health education per year group

Schools in the Trust are free to determine, within the statutory curriculum content outlined in [section 7](#), what pupils are taught during each year group.

Schools in the Trust always considers the age and development of pupils when deciding what will be taught in each year group. A progressive curriculum is planned, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

Each school in the Trust provides an appendix to this policy outlining the shape of the curriculum it offers. Headteachers will present this to the relevant Local Academy Committee and this information will be attached to this policy and published on the school website.

9. Sex education

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

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our Trust, we do teach pupils sex education beyond what is required of the science curriculum.

Parents are fully consulted in the organisation and delivery of our sex education curriculum. Parents are given the opportunity to advise on what should be taught through sex education.

The age and development of pupils is always considered when delivering sex education.

Each school in the Trust provides an appendix to this policy outlining the shape of the curriculum it offers, along the lines of the example below. Headteachers will present this to

the Local Academy Committee and this information will be attached to this policy and published on the school website.

10. Delivery of the curriculum

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

Sex education will be delivered through the science curriculum and the PSHE curriculum.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

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

We will ensure that LGBTQ+ content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson. The school will ensure it is communicated to parents and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues.

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

Any resources or materials used to support learning will be formally assessed by the RSHE subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

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

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Whilst there are no formal examinations for the relationships and health curriculum, the school will undertake informal assessments to determine pupil progress.

11. Working with external experts

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.

- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

12. Equality and accessibility

The trust understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex
- Sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The trust is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. Each school will ensure that relationships and health education programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

Provisions under the Equality Act 2010 allow each of our schools to take positive action, where this can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, schools in the trust implement a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The trust understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, our schools encourage staff to approach their line manager or the wellbeing lead to discuss this.

13. Curriculum links

The trust seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

14. Withdrawing from the subjects

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The relevant headteacher will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the headteacher's decision.

Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

15. Behaviour

Schools in the trust have a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

Any bullying incidents caused as a result of the relationships and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These

incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

16. Staff training

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

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

17. Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

18. Monitoring quality

The senior leadership team at each school is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Learning walks
- Work scrutiny

19. Monitoring and review

The Local Academy Committee is responsible for approving this policy.

This policy will be reviewed on an annual basis by the RSHE subject leader and headteacher. The next scheduled review date for this policy May 2024. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

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

Appendix for Deanshanger Primary

We follow the PSHCE Association framework throughout the school (from Year 1) to ensure full coverage of all objectives; in particular, this is the questions scheme. The three strands are **living in the wider world** (e.g., budgeting, the economy, future jobs, the internet, respecting others, community events and belonging to groups), **relationships (including sex education)** and **health and wellbeing**. This is enhanced by our International Primary Curriculum – IPC. This has an international strand that runs through the units, plus embedded values and a focus on health and wellbeing. At the beginning of every school year the first unit always focuses on the brain, cognitive development and regulating emotions.

EYFS use their own curriculum document to plan and deliver regular PSHCE opportunities.

The PSHCE sessions are enhanced by whole school events and assemblies.

Floor books (used in all year group), evidence some of the weekly sessions in class.

If the teachers believe that the cohort is not ready for the objectives outlined below, then this information is shared to the receiving teacher to ensure coverage. This is more of an exception rather than the rule, but ensures that the needs of the child are fully recognised in partnership with knowing the framework.

Relationships Education (including Sex Education)

Year 1

- what they like/dislike and are good at
- what makes them special and how everyone has different strengths
- how their personal features or qualities are unique to them
- how they are similar or different to others, and what they have in common
- that family is one of the groups they belong to, as well as, for example, school, friends, clubs
- about the different people in their family / those that love and care for them
- what their family members, or people that are special to them, do to make them feel loved and cared for
- how families are all different but share common features – what is the same and different about them
- about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried
- to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private

Year 2

- how to make friends with others
- how to recognise when they feel lonely and what they could do about it
- how people behave when they are being friendly and what makes a good friend
- how to resolve arguments that can occur in friendships
- how to ask for help if a friendship is making them unhappy
- how words and actions can affect how people feel
- how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe
- why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable
- how to respond if this happens in different situations
- how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so

Year 3

- how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded
- how to recognise if others are feeling lonely and excluded and strategies to include them
- how to build good friendships, including identifying qualities that contribute to positive friendships
- that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences
- how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support
- how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)
- how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays
- how people within families should care for each other and the different ways they demonstrate this
- how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe

Year 4

- how people's behaviour affects themselves and others, including online
- how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return
- about the relationship between rights and responsibilities

- about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) *
- the rights that children have and why it is important to protect these*
- that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination
- how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns

Year 5

About the different types of relationships people have in their lives

- how friends and family communicate together; how the internet and social media can be used positively
- how knowing someone online differs from knowing someone face-to-face
- how to recognise risk in relation to friendships and keeping safe
- about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family
- how to respond if a friendship is making them feel worried, unsafe or uncomfortable
- how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety

Year 6

That people have different kinds of relationships in their lives, including romantic or intimate relationships

- that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another
- that adults can choose to be part of a committed relationship or not, including marriage or civil partnership
- that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime
- how puberty relates to growing from childhood to adulthood
- about the reproductive organs and process - how babies are conceived and born and how they need to be cared for
- that there are ways to prevent a baby being made
- how growing up and becoming more independent comes with increased opportunities and responsibilities
- how friendships may change as they grow and how to manage this
- how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing

Health Education

Year 1

What being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)

- that things people put into or onto their bodies can affect how they feel
- how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy
- why hygiene is important and how simple hygiene routines can stop germs from being passed on
- what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing
- that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people
- who can help them in different places and situations; how to attract someone's attention or ask for help; what to say
- how to respond safely to adults they don't know
- what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard
- how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say

Year 2

How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)

- how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them
- how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets
- how not everything they see online is true or trustworthy and that people can pretend to be someone they are not
- how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them
- that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest
- that eating and drinking too much sugar can affect their health, including dental health
- how to be physically active and how much rest and sleep they should have everyday

- that there are different ways to learn and play; how to know when to take a break from screen-time
- how sunshine helps bodies to grow and how to keep safe and well in the sun
- how to recognise, name and describe a range of feelings
- what helps them to feel good, or better if not feeling good
- how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)
- how feelings can affect people in their bodies and their behaviour
- ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it

Year 3

- how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe
- how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers
- that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable
- how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)
- how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)
- how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns
- what to do in an emergency, including calling for help and speaking to the emergency services

how to eat a healthy diet and the benefits of nutritionally rich foods

- how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist
- how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health
- how people make choices about what to eat and drink, including who or what influences these
- how, when and where to ask for advice and help about healthy eating and dental care
- how regular physical activity benefits bodies and feelings
- how to be active on a daily and weekly basis - how to balance time online with other activities
- how to make choices about physical activity, including what and who influences decisions

- • how the lack of physical activity can affect health and wellbeing
- • how lack of sleep can affect the body and mood and simple routines that support good quality sleep
- • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried

Year 4

How to recognise personal qualities and individuality

- to develop self-worth by identifying positive things about themselves and their achievements
- how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves
- how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking
- how everyday things can affect feelings
- how feelings change over time and can be experienced at different levels of intensity
- the importance of expressing feelings and how they can be expressed in different ways
- how to respond proportionately to, and manage, feelings in different circumstances
- ways of managing feelings at times of loss, grief and change
- how to access advice and support to help manage their own or others' feelings about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams
- how puberty can affect emotions and feelings
- how personal hygiene routines change during puberty
- how to ask for advice and support about growing and changing and puberty
- how to recognise, predict, assess and manage risk in different situations
- how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)
- how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence
- how people's online actions can impact on other people
- how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online
- how to report concerns, including about inappropriate online content and contact
- that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law

Year 5

How to recognise and respect similarities and differences between people and what they have in common with others

- that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)
- how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)
- about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others
- how to challenge stereotypes and assumptions about others
- how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions
- that if someone has experienced a head injury, they should not be moved
- when it is appropriate to use first aid and the importance of seeking adult help
- the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services

How drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing

- that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal
- how laws surrounding the use of drugs exist to protect them and others
- why people choose to use or not use different drugs
- how people can prevent or reduce the risks associated with them
- that for some people, drug use can become a habit which is difficult to break
- how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use
- how to ask for help from a trusted adult if they have any worries or concerns about drugs

Year 6

How mental and physical health are linked

- how positive friendships and being involved in activities such as clubs and community groups support wellbeing
- how to make choices that support a healthy, balanced lifestyle including:
 - » how to plan a healthy meal
 - » how to stay physically active
 - » how to maintain good dental health, including oral hygiene, food and drink choices
 - » how to benefit from and stay safe in the sun
 - » how and why to balance time spent online with other activities
 - » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep

» how to manage the influence of friends and family on health choices

- that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one
- how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them
- how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school
- that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on
- that anyone can experience mental ill-health and to discuss concerns with a trusted adult
- that mental health difficulties can usually be resolved or managed with the right strategies and support
- that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else¹