

# Braybrook Primary Academy

## RSE Policy



Date policy last reviewed: September 2023

Signed by Adam Gross

HEADTEACHER

Signed by Susannah Connell

CEO

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## Statement of intent

At Braybrook Primary Academy, 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
- Behavioural Policy
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- Equality, Equity, Diversity and Inclusion Policy
- Peer-on-peer Abuse Policy
- Pupil Confidentiality Policy
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Online Safety Policy
- Visitor Policy

## 2. Roles and responsibilities

The Local 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 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.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The headteacher is responsible for:

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

The relationships, sex and health education subject leader is responsible for:

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

The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

In line with the responsibilities outlined in the list above, all teachers will be delivering relationships, sex and health education are outlined below:

The SENCO is responsible for:

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

### 3. Organisation of the curriculum

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 school's PSHE curriculum. At Braybrook, we have selected the Kapow scheme of work to support class teaching. This scheme of work fulfils the statutory requirements for Relationships and Health Education set out by the Department for Education. It also fulfils the National Curriculum requirement to teach PSHE ('All schools should make provision for personal, social, health and economic education) and goes beyond the statutory requirements.

For the purpose of this policy:

- "Relationships and sex education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- "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.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' [guidance](#).

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school 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 the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs. For example, if there were to be a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue. Our scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- **Cyclical:** pupils revisit five key areas throughout KS1 and KS2.
- **Increasing depth:** each time a key area is revisited, it is covered with greater depth and increasing maturity.
- **Prior knowledge:** upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Newsletters and letters

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

- Organising a meeting with the headteacher.
- Emailing [head@braybrook.peterborough.sch.uk](mailto:head@braybrook.peterborough.sch.uk)
- Submitting written feedback into the suggestions box in the school office.

## 4. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum. The school works closely with parents by establishing open communication - all parents are consulted in the development and delivery of the curriculum, as outlined in [section 3](#) of this policy.

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects

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

## 5. Relationships education overview

### 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 (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

## **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

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

The school always considers the age and development of pupils when deciding what will be taught in each year group. 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.

### Reception and Year 1

Please see Appendix 1

### Year 2

Please see Appendix 2

### Year 3

Please see Appendix 3

### Year 4

Please see Appendix 4

### Year 5

Please see Appendix 5

### Year 6

Please see Appendix 6

## 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 are 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

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

The school always considers the age and development of pupils when deciding what will be taught in each year group. 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.

## **Reception and Year 1**

Please see Appendix 1

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Year 5

Please see Appendix 5

Year 6

Please see Appendix 6

## **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.

- **Year 1:** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- **Year 2:** Notice that animals, including humans, have offspring which grow into adults
- **Year 5:** Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age (They should learn about the changes experienced in puberty.)

## **10. Delivery of the curriculum**

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

At the point we consider it appropriate to teach pupils about sexual relationships, we will ensure that LGBTQ+ content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

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 relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. 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 adapt 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 not use 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, sex and health curriculum, the school will undertake informal assessments to determine pupil progress - these include the following:

- Written work
- Group activities and tasks
- Group discussions
- One to one discussion
- End of unit quizzes

## **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 school 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 or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs, such as those with social, emotional or mental health needs, are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

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

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

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, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

The school 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, the school encourages staff to approach their line manager or the Headteacher to discuss this.

### **13. Curriculum links**

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

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

### **14. Withdrawing from the subjects**

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 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 of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

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**

The school has 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, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. 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 Behavioural 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 the school will undergo training on a regular basis to ensure they are up-to-date with the relationship, sex and health education programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training on a regular basis, led by the relationships, sex and health education 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 relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments on a regular basis, which will include a mixture of the following:

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

The relationships, sex and health education subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and Deputy/Assistant Headteacher, e.g. through regular review meetings, to evaluate the effectiveness of the subjects and implement any changes.

## 19. Monitoring and review

The CEO is responsible for approving this policy.

This policy will be reviewed on a bi-annual basis by the relationships, sex and health education subject leader and headteacher. The next scheduled review date for this policy is January 2025. 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.

## 20. Appendix 1

Lessons

### Year 1

Key Area	Lesson focus
<p><b>Family and Relationships:</b> Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.</p>	<ol style="list-style-type: none"> <li>1. What is family?</li> <li>2. What are friendships?</li> <li>3. Recognising other people's emotions.</li> <li>4. Working with others.</li> <li>5. Friendship problems.</li> <li>6. Healthy friendships.</li> <li>7. Gender stereotypes.</li> </ol>
<p><b>Health and Wellbeing:</b> Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.</p>	<ol style="list-style-type: none"> <li>1. Understanding my emotions.</li> <li>2. What am I like?</li> <li>3. Ready for bed.</li> <li>4. Relaxation.</li> <li>5. Hand washing and personal hygiene.</li> <li>6. Sun safety.</li> <li>7. Allergies.</li> <li>8. People who help keep us healthy.</li> </ol>
<p><b>Safety and the changing body</b> Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe.</p>	<ol style="list-style-type: none"> <li>1. Adults in school.</li> <li>2. Adults outside of school</li> <li>3. Getting lost.</li> <li>4. Making an emergency phone call.</li> <li>5. Appropriate contact.</li> <li>6. Safety with substances.</li> <li>7. Safety at home.</li> <li>8. People who help keep us safe.</li> </ol>



<p><b>Citizenship</b> Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.</p>	<ol style="list-style-type: none"> <li>1. Rules.</li> <li>2. Caring for others: animals.</li> <li>3. The needs of others.</li> <li>4. Similar, yet different.</li> <li>5. Belonging.</li> <li>6. Democratic decisions.</li> </ol>
<p><b>Economic Wellbeing</b> Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of the job roles in schools.</p>	<ol style="list-style-type: none"> <li>1. Introduction to money.</li> <li>2. Looking after money.</li> <li>3. Banks and building societies.</li> <li>4. Saving and spending.</li> <li>5. Jobs in school.</li> </ol>
<p><b>Transition</b> Helping Year 1 pupils with the transition to a new year and the changes that come with it.</p>	<ol style="list-style-type: none"> <li>1. Individual strengths and new skills.</li> </ol>

## 21. Appendix 2

### Year 2

Key Area	Lesson focus
<p><b>Family and Relationships</b> Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.</p>	<ol style="list-style-type: none"> <li>1. Families offer stability and love.</li> <li>2. Families are all different.</li> <li>3. Other people's feelings.</li> <li>4. Unhappy friendships.</li> <li>5. Introduction to manners and courtesy.</li> <li>6. Change and loss</li> <li>7. Gender stereotypes: careers and jobs.</li> </ol>
<p><b>Health and Wellbeing</b> Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.</p>	<ol style="list-style-type: none"> <li>1. Experiencing different emotions.</li> <li>2. Being active.</li> <li>3. Relaxation: breathing exercise.</li> <li>4. Steps to success.</li> <li>5. Developing a growth mindset.</li> <li>6. Healthy diet.</li> <li>7. Looking after our teeth.</li> </ol>
<p><b>Safety and the Changing Body</b> Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.</p>	<ol style="list-style-type: none"> <li>1. Introduction to the internet.</li> <li>2. Communicating online.</li> <li>3. Secrets and surprises.</li> <li>4. Appropriate contact: my private parts.</li> <li>5. Appropriate contact: my private parts are private.</li> <li>6. Road safety.</li> <li>7. Crossing roads safely.</li> <li>8. Staying safe with medicine.</li> </ol>
<p><b>Citizenship</b> Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion.</p>	<ol style="list-style-type: none"> <li>1. Rules beyond school.</li> <li>2. Our school environment.</li> <li>3. Our local environment.</li> <li>4. Job roles in our local community.</li> <li>5. Similar, yet different - my local community.</li> <li>6. School council.</li> <li>7. Giving my opinion.</li> </ol>

<b>Economic Wellbeing</b> Learning about where money comes from, how to look after money and why we use banks and building societies.	1. Where money comes from. 2. Needs and wants. 3. Wants and needs. 4. Looking after money. 5. Jobs.
<b>Transition</b> A lesson for Year 2 pupils to help them with their transition to Year 3, and the changes that may come with this move.	1. Change

## 22. Appendix 3

### Year 3

Key Area	Lesson Focus
<b>Families and Relationships</b> Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.	1. Healthy families. 2. Friendship conflict. 3. Friendship conflict versus bullying. 4. Effective communication. 5. Learning who to trust. 6. Respecting differences in others. 7. Stereotyping gender. 8. Stereotyping age.
<b>Health and Wellbeing</b> Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation; exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down.	1. My healthy diary. 2. Relaxation. 3. Wonderful me. 4. My superpowers. 5. Resilience: breaking down barriers. 6. Diet and dental health.
<b>Safety and the Changing Body</b> Learning how to: call the emergency services; respond to bites and stings; be a responsible digital citizen; learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety	1. First aid: emergencies and calling for help. 2. First aid: bites and stings. 3. Be kind online. 4. Cyberbullying. 5. Fake emails. 6. Drugs, alcohol and tobacco: making choices. 7. Drugs alcohol and tobacco: influences. 8. Keeping safe out and about.
<b>Citizenship</b> Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.	1. Rights of the child. 2. Rights and responsibilities. 3. Recycling. 4. Local community groups. 5. Charity. 6. Local democracy. 7. Rules.
<b>Economic Wellbeing</b> Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers.	1. Ways of paying. 2. Budgeting. 3. How spending affects others. 4. Impact of spending. 5. Jobs and careers. 6. Gender and careers.
<b>Transition</b>	1. Coping strategies.

Helping Year 3 pupils prepare for the transition to Year 4 and the changes that come with this	
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## 23. Appendix 4

### Year 4

Key Area	Lesson Focus
<b>Families and Relationships</b> Learning that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.	<ol style="list-style-type: none"> <li>1. Respect and manners.</li> <li>2. Healthy friendships.</li> <li>3. How my behaviour affects others.</li> <li>4. Bullying.</li> <li>5. Stereotypes: gender.</li> <li>6. Stereotypes: disability.</li> <li>7. Families in the wider world.</li> <li>8. Change and loss.</li> </ol>
<b>Health and Wellbeing</b> Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene.	<ol style="list-style-type: none"> <li>1. Looking after our teeth.</li> <li>2. Relaxation: visualisation.</li> <li>3. Celebrating mistakes.</li> <li>4. Meaning and purpose: my role.</li> <li>5. My happiness.</li> <li>6. Emotions.</li> <li>7. Mental health.</li> </ol>
<b>Safety and the Changing Body</b> Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma.	<ol style="list-style-type: none"> <li>1. Internet safety: age restrictions.</li> <li>2. Share aware.</li> <li>3. First aid: asthma.</li> <li>4. Privacy and secrecy.</li> <li>5. Consuming information online.</li> <li>6. Growing up</li> <li>7. Introducing puberty.</li> <li>8. Tobacco.</li> </ol>
<b>Citizenship</b> Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.	<ol style="list-style-type: none"> <li>1. What are human rights?</li> <li>2. Caring for the environment.</li> <li>3. Community.</li> <li>4. Contributing.</li> <li>5. Diverse communities.</li> <li>6. Local councillors.</li> </ol>
<b>Economic Wellbeing</b> Exploring: choices associated with spending, what makes something good value for money, career aspirations and what influences career choices.	<ol style="list-style-type: none"> <li>1. Spending choices.</li> <li>2. Keeping track of money.</li> <li>3. Looking after money.</li> <li>4. Influences on career choice.</li> <li>5. Changing job.</li> </ol>
<b>Transition</b> Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings.	<ol style="list-style-type: none"> <li>1. Setting goals.</li> </ol>

## 24. Appendix 5

### Year 5

Key Area	Lesson Focus
<b>Families and Relationships</b> Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our attributes.	<ol style="list-style-type: none"> <li>1. Build a friend.</li> <li>2. Friendship skills.</li> <li>3. Marriage.</li> <li>4. Respecting myself.</li> <li>5. Family life.</li> <li>6. Bullying.</li> <li>7. Stereotyping: gender.</li> <li>8. Stereotypes: race and religion.</li> </ol>
<b>Health and Wellbeing</b> Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation	<ol style="list-style-type: none"> <li>1. Relaxation: yoga.</li> <li>2. The importance of rest.</li> <li>3. Embracing failure.</li> <li>4. Going for goals.</li> <li>5. Taking responsibility for my feelings.</li> <li>6. Healthy meals.</li> <li>7. Sun safety.</li> </ol>
<b>Safety and the Changing Body</b> Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.	<ol style="list-style-type: none"> <li>1. Online friendships.</li> <li>2. Staying safe online.</li> <li>3. Puberty.</li> <li>4. Menstruation.</li> <li>5. Emotional changes in puberty.</li> <li>6. First aid: bleeding.</li> <li>7. Alcohol, drugs and tobacco: making decisions.</li> </ol>
<b>Citizenship</b> An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community.	<ol style="list-style-type: none"> <li>1. Breaking the law.</li> <li>2. Rights and responsibilities.</li> <li>3. Protecting the planet.</li> <li>4. Contributing to the community.</li> <li>5. Pressure groups.</li> <li>6. Parliament.</li> </ol>
<b>Economic Wellbeing</b> Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace.	<ol style="list-style-type: none"> <li>1. Borrowing.</li> <li>2. Income and expenditure.</li> <li>3. Risks with money.</li> <li>4. Prioritising spending.</li> <li>5. Stereotypes in the workplace.</li> </ol>
<b>Transition</b> Helping Year 5 pupils prepare for the transition to Year 6 and the opportunities and responsibilities this brings.	<ol style="list-style-type: none"> <li>1. Roles and responsibilities.</li> </ol>

## 25. Appendix 6

### Year 6

Key Area	Lesson Focus
<b>Families and Relationships</b> Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.	<ol style="list-style-type: none"> <li>1. Respect.</li> <li>2. Respectful relationships.</li> <li>3. Stereotypes: attitudes.</li> <li>4. Challenging stereotypes.</li> <li>5. Resolving conflict.</li> <li>6. Change and loss.</li> </ol>
<b>Health and Wellbeing</b>	<ol style="list-style-type: none"> <li>1. What can I be?</li> <li>2. Relaxation: mindfulness.</li> </ol>

<p>Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.</p>	<ol style="list-style-type: none"> <li>3. Taking responsibility for my health.</li> <li>4. The impact of technology on health.</li> <li>5. Resilience toolbox.</li> <li>6. Immunisation.</li> <li>7. Good and bad habits.</li> <li>8. Physical health concerns.</li> </ol>
<p><b>Safety and the Changing Body</b>  Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive</p>	<ol style="list-style-type: none"> <li>1. Alcohol</li> <li>2. Critical digital consumers.</li> <li>3. Social media.</li> <li>4. Physical and emotional changes.</li> <li>5. Conception <i>(Parents have a right to withdraw their children from this lesson.)</i></li> <li>6. Pregnancy and birth. <i>(Parents have a right to withdraw their children from this lesson.)</i></li> <li>7. First aid: choking.</li> <li>8. First aid: basic life support.</li> </ol>
<p><b>Citizenship</b>  Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.</p>	<ol style="list-style-type: none"> <li>1. Human rights.</li> <li>2. Food choices and the environment.</li> <li>3. Caring for others.</li> <li>4. Prejudice and discrimination.</li> <li>5. Valuing diversity.</li> <li>6. National democracy.</li> </ol>
<p><b>Economic Wellbeing</b>  Exploring: attitudes to money, how to keep money safe, career paths and the variety of different jobs available.</p>	<ol style="list-style-type: none"> <li>1. Attitudes to money.</li> <li>2. Keeping money safe.</li> <li>3. Gambling.</li> <li>4. What jobs are available?</li> <li>5. Career routes.</li> </ol>
<p><b>Identity</b>  Three lessons on the theme of personal identity, gender identity and body image.</p>	<ol style="list-style-type: none"> <li>1. What is identity?</li> <li>2. Gender identity.</li> <li>3. Identity and body image.</li> </ol>
<p><b>Transition</b>  Helping pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have.</p>	<ol style="list-style-type: none"> <li>1. Dealing with change.</li> </ol>