



Primary PSHE (Personal, Social, Health and Economic Education) Policy

Including Relationships and Sex Education

Dorothy Barley Junior Academy

1. Policy Development

This policy was developed by the PSHE Subject Lead, in consultation with pupils, staff, parents, carers and wider community partners.

2. Links to other School Policies

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

Safeguarding & Child Protection Policy

Behaviour Policy

Anti-Bullying Policy

Online Safety Policy

Mental Health Policy

SMSC Policy

Marking, Feedback and Assessment Policy

Managing Drug Related Incidents

Equality Duties Framework

SEND Policy

Inclusion Policy

Child on Child Policy

3. Compliance with Statutory Requirements

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. Our policy complies with the following statutory requirements and recommendations, in delivering our PSHE curriculum:

- 3.1 **Relationships Education** is compulsory in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools
- 3.2 **Health Education** is compulsory in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

- 3.3 In addition to statutory requirements, the DfE continues to recommend that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.
- 3.4 As a school we are fully complying with the DfE recommendation to deliver Sex Education beyond statutory Relationships, Science and Health Education requirements. Please refer to Section 10 below for details. As such we are referring to Relationships Education throughout this policy as Relationships and Sex Education (RSE)

4. Purpose of Policy

This policy further sets out:

- Our approach to integrating statutory Relationships Education and Health Education within a comprehensive PSHE curriculum, in line with non-statutory programmes of study.
- Our overall aims for delivering PSHE, including Relationships Education, Health Education and Living in the Wider World
- Our definitions for Relationships Education and Health Education
- Guidance for staff and outside visitors about approaches, organisation and content for our PSHE curriculum
- Information for parents and carers about what is taught and when in PSHE, along with specific information about their involvement with RSE and the right to withdraw
- Guidance for monitoring and evaluating PSHE, including arrangements for policy review

5. Aims of Policy

This policy outlines our commitment to providing pupils with the knowledge, skills and attributes needed to manage their lives, now and in the future. Delivering a broad and balanced life-skills PSHE curriculum, through our three strands of Relationships Education, Health Education and Living in the Wider World (refer to Section 8), is essential for us in helping our children to stay healthy and safe, while preparing them to make the most out of school, work and life. Through quality delivery, our PSHE programme aims to develop:

- confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives;
- young people who are able to maintain positive, respectful and healthy relationships, within which they can thrive personally and socially;
- responsible citizens who understand they have rights and responsibilities that help them make a positive contribution to society; and
- successful learners who enjoy overall learning, making progress and achieving success
- providing opportunities and an environment for all pupils to learn and achieve in their spiritual, moral, social and cultural development.

These aims will be achieved by providing pupils with the knowledge, skills, attitudes and attributes to be able to:

- develop confidence to talk, listen and think about feelings and relationships

- address concerns and correct misunderstandings and be able to protect themselves and ask for help
- develop skills to make and maintain positive relationships
- develop positive attitudes and values and respect differences in opinions
- develop a positive self-image and high self esteem
- gain accurate knowledge and understanding about sexuality and relationships
- develop personal responsibility for one's actions
- know where to get confidential advice and support
- prepare to play an active role as a citizen
- to give children the opportunity to work with others in both the school community and outside;
- to develop a healthier, safer lifestyle;
- to develop good relationships and respect the difference between people;
- to involve all members of the school community in decisions that affect the school;
- to promote self-discipline and proper regard for authority;
- to explore and understand the feelings, attitudes and values of themselves and others;
- to demonstrate good behaviour and respect for others, in particular, preventing all forms of bullying (See Anti-Bullying Policy);
- to develop skills needed to establish healthy practices and maintain health;
- to apply the knowledge and skills in their everyday lives in ways that demonstrate an increasing awareness of their own health needs, a concern for the needs of others and a growing sense of responsibility for health within the community;
- to help children to understand the way in which society functions through the political and social institutions and how their lives, rights and responsibilities can be affected by them;
- to maintain Healthy Schools Status by developing strategies that help children to be emotionally and physically fit to learn.

This is in line with the new statutory guidance from the government.

6. Definitions for Relationship Education and Health Education

6.1 Relationships Education:

“Relationships Education is learning about the physical, social, emotional and legal aspects of human relationships. These include friendships, family life and relationships with other children and adults. Relationships Education supports our children to be happy, healthy and safe in their connections and interactions with others, now and in the future.”

6.2 Health Education:

“Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our children to be happy, healthy

and safe in their health-related choices and behaviours, both physically and mentally, now and in the future.”

7. Organisation of PSHE

The PSHE curriculum follows the Reach2 scheme of work. Through the carefully planned scheme of work the children are able to progress and develop as citizens. The PSHE provision is as follows:

- Teaching PSHE/P4C lessons each week in the afternoon following the Reach2 Scheme for 45 minutes.
- Additional Votes 4 School lessons
- Responsive assemblies
- Theme weeks including Aspirations Week and Anti- bullying week.
- The Learning Council and the School Council and Buddies and Playleaders in the playground to promote children’s self-esteem.

We teach PSHE and citizenship to all children, regardless of their ability. In the education of promoting healthy lifestyle the curriculum aims to ensure that children attain their full potential regardless of gender, race, or cultural background in accordance with the whole school policy. The materials promoting a healthy school reflect for a multicultural society the uniqueness of each person. We recognise that children have different needs in their learning and therefore a variety of approaches will be used to ensure work is challenging and appropriate for all pupils.

8. Content of PSHE Curriculum (Please see Appendix 1)

We deliver our comprehensive PSHE curriculum under the 3 areas:

- Relationships Education
- Health Education
- Living in the Wider World

See our website for our PSHE Education Curriculum Overviews – <https://dorothybarleyjunioracademy.co.uk/curriculum-overview/pshce/>

8.1 Statutory content:

Relationships Education (KS2: age 7-11 years)

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Science Curriculum (contributes to Sex Education within RSE)

Key Stage 2 (age 7-11 years)

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Health Education (KS2: age 7-11 years)

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

8.2 Non-Statutory Content:

Living in the Wider World (KS2: age 7-11 years)

- Economic Wellbeing
- Being a Responsible Citizen
- Careers
- Sex Education
- Lessons on Sex Education in Year 6 (refer to section 10) (**Year 6 Only – these are the only lessons that parents can withdraw their children from**)

9. Approaches for Delivering Effective PSHE

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.

At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

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 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, sex and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- Written task
- Group presentations
- Group tasks
- One-to-one pupil conferencing

9.1 **Creating a Safe and Supportive Learning Environment**

PSHE often works within pupils' real life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils across the school, and referred to during PSHE lessons. This helps to secure an atmosphere within which pupils feel able to discuss concerns, feelings, sensitive issues.

9.2 **Confidentiality**

In the course of PSHE lessons, pupils may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to the Child Protection/Safeguarding policy to ensure that they are clear about what is required in such circumstances.

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

9.3 **A Range of Learning Approaches**

Active and interactive engagement is most effective in PSHE. Throughout each PSHE unit a variety of teaching and learning styles are used including: videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, the Internet, reading books and visits by theatre groups.

9.4 **Relevant resources**

Resources will be assessed to ensure that they are current, relevant and appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

9.5 **Use of External Organisations**

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.

9.6 Responding to Pupils' Questions

It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.

9.8 Meeting the Needs of SEND Pupils

PSHE lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

10. Specific Issues Related to Sex Education:

10.1 DfE Sex Education Recommendation

We are fully complying with the Department for Education recommendations for all primary schools to have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory Relationships, Science and Health Education (refer to section 8.1), we have chosen to deliver further lessons in Year 6 which go beyond the science curriculum and look in more detail at how a baby is made. We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships. At the parent meetings we will make clear which lessons sit within sex education and outline your right to withdraw your child from these specific additional lessons, as outlined below.

10.2 Definition of Sex Education

Sex Education is learning about the physical, social, emotional and legal aspects of human sexuality and behaviour, including human reproduction. Aspects of sex education are covered in the context of learning about lifecycles in science.

10.3 Engaging Parents/Carers and the Right to Withdraw from Sex Education

On entry to the school, parents are invited to read the PSHE policy, including specific references to our additional Sex Education provision within PSHE. We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters, and as such we do our best to find out from them any religious or cultural views they may have which may affect the Sex

Education they wish to be given to their children. We always carefully consider any request that compromises our equal opportunities policy. This helps to establish a consultation process and partnership with parents, who we regularly keep informed about content of the sex education programme and who are invited to meetings at school in the autumn term to view resources and address any questions or issues they have in relation to the content of these additional lessons.

From September 2020 parents have the right to withdraw their child from Sex Education, but not the right to withdraw their child from any lessons that are in the statutory Relationships, Science and Health Education Curriculum, as outlined in section 8.1. In accordance with this, it is made clear to parents of Year 6 children that they can withdraw their children from the additional sex education lessons we deliver in Year 6, as outlined in 8.2.

If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with the PSHE Lead and then complete a 'Request for Withdrawal from Sex Education Lessons' form, **Appendix 2** of this policy, and send this to the school office. Alternative work will be given to pupils who are withdrawn from sex education.

10.4 Answering Pupils' Sex Education Questions

We encourage curiosity in children as it is an important part of their learning and children ask questions related to sex education, both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to sex education outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. We need to be mindful that children who don't have their questions answered may look to other sources for information, such as the internet, which might provide inaccurate information.

11. An Inclusive Approach through a Moral and Values Framework

As an inclusive school we value difference and diversity within our school community and the wider world. As such PSHE is delivered within the context of our school aims, values and moral framework, and equal opportunities policy, taking into account the following considerations:

- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Different faiths, beliefs, cultures and sexual orientation should be tolerated and not be the cause for prejudicial or discriminatory behaviour
- Respect for ourselves and others helps develop understanding of the need for non-exploitation within relationships
- We all have rights, duties and responsibilities, we need to know what these are and have the ability to exercise them
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils and staff will identify as LGBT+
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures

- Some children may have a different structure of support around them (for example: looked after children or young carers)

We believe that pupils should receive comprehensive, balanced and accurate information that relates to their needs. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE. For example, care is taken to ensure there is no stigmatisation of children based on their different home circumstances when teaching about the importance of marriage, or stable relationships, for family life and bringing up children.

In exploring their own feelings and attitudes, and those of peers and the wider society, our pupils are able to develop values on which to base decisions about relationships, health and living in the wider world.

12. School Council and Learning Council

Dorothy Barley Junior Academy has a pro-active School and Learning Councils. Representatives from each class have the responsibility of promoting pupil voice throughout the school. The school council holds regular meetings where issues relating to the development of the school and curriculum are discussed. Alongside the school council, regular class discussions and Pupil Voice surveys and questionnaires are held, feeding back to the rest of the school areas discussed and agreed at school council meetings.

13. Philosophy 4 Children (P4C)

Thinking skills are the mental processes that we apply when we seek to make sense of experiences. They enable us to integrate each new experience into the schema that we are constructing of how things are. Better thinking will help us to learn more from our experience and to make better use of our intelligence. In the past children were largely considered to be 'clever' if they demonstrated the ability to commit to memory huge amounts of data and to recall that data on the appropriate occasion. The problem with learning 'facts' is that they become outdated, or new research requires modification of previously accepted 'knowledge'.

Even more importantly, in our evolving world, the ability to think is fast becoming more desirable than any fixed set of skills or knowledge. We need problem solvers, decision makers and innovators. Our P4C sessions enable our children to become thinkers who can not only receive information but can manipulate and judge information. As their confidence grows and skills develop they become less passive thinkers and more pro-active thinkers who are able to make sense of information and tackle more complex problem solving situations. In our P4C lessons we encourage empathy and different viewpoints, talk/debate based activities to help language acquisition as a tool for analysis, questioning techniques to encourage expression of opinion, mind mapping to make sense of the issue plus lateral thinking games. Our P4C lessons encourage our children to think for themselves and at the same time to encourage them to think with others. Our teachers will provide the stimulus for discussion and facilitate the enquiry. As skills develop the children not only state their own ideas but support them with reasons. They become aware of the differences and similarities between their own ideas and those of their classmates. Respect for one's own views and respect for the views of others is an important part of these lessons.

14. Assessing PSHE and Monitoring the Programme

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review our policy yearly.

The PSHE leader is responsible for completing a range of monitoring tasks, following the M&E cycle, to give constructive feedback to teachers including:

- Ensuring the policy and programmes are implemented as agreed
- Monitoring teaching within lessons through observations, team teaching, pupil workbook scrutiny and discussions with those involved
- Supporting staff to assess pupils progress, in line with the school's assessment procedures (O Track)
- Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.
- Recommending targets for whole school development.

15. Training Staff to Deliver PSHE

It is important that staff delivering PSHE work within the values and moral framework of this policy and feel confident, skilled and knowledgeable to deliver effective PSHE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training may include:

- What to teach and when (REAch2 Scheme, weekly according to class timetable)
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

16. Disseminating and Monitoring the PSHE Policy

A copy of this policy will be supplied to all staff and governors and included within school handbook, staff handbook, governor handbook and new staff induction materials. A full copy will be published on the school website and made freely available to parents on request and if appropriate a summary will be published in the school prospectus. Copies will also be supplied to other professionals whose work relates to PSHE, including RSE and Health Education, or who may be involved in its delivery.

17. Policy Review

Policy Implementation Date: September 2022

Next Review Date: September 2023

Signed:

Date:

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.

Relationships Education Per Year Group

The school is free to determine, within the statutory curriculum content 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.

Year 3

- Understand how wellbeing can be supported by friendships and the importance of seeking support if you are feeling lonely or excluded
- Learn strategies to include children that are feeling lonely and excluded as well as how to spot those that are
- How to build healthy friendships and identify qualities that contribute to positive friendships
- Recognise that sometimes friendships have difficulties and identify how to manage problems or arguments and resolve problems or differences of opinion
- How to recognise and get support if a friendship is making you feel unhappy, unhealthy or unsafe
- That families don't all have the same structure
- That positive family life often includes 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 recognise and ask for help or advice if family relationships are making them feel unhappy, worried or unsafe

Year 4

- Recognise how people's behaviour affects themselves and others, including online
- How to be polite and courteous in different situations and recognise the respectful behaviour they should receive in return
- About the relationship between rights and responsibilities
- That people have the right to privacy and how to recognise when a confidence or secret should or should not be kept (shared with a trusted adult)
- That everyone should feel included, respected and be aware of the process of stereotyping; how to respond if they witness or experience exclusion, disrespect or discrimination
- How to recognise and respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concern

Year 5

- To know about the different types of relationships people have in their lives
- How friends and family communicate with each other and how the internet and social media can be used positively
- Knowing the difference between contact with someone online and face-to-face
- How to recognise risk in relation to friendships and keeping safe
- Understand the key stages to the human life cycle including menstruation, ejaculation, emotions and feelings • How to recognise and ask for help or advice if puberty worries me.
- Recognise the types of content (including images) that are safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family
- How to recognise and respond if a friendship is making them feel worried, unsafe or uncomfortable
- How to recognise inappropriate pressure, contact or concerns about personal safety and how to respond to his by asking for help and advice

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
- That adults can choose to be part of a committed relationship or not, including marriage or civil partnership
- Understand that marriage is a choice and 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
- How growing up and becoming more independent comes with increased opportunities and responsibilities
- That friendships may change as they grow and how to manage this

- How to manage changes such as: 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 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.

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.

Year 3

- How to recognise hazards that could cause themselves (or others) harm and how to reduce them • Understand how equipment and clothing can help keep you protected and safe
- 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 resist 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
- How to react and respond if there is an accident and how to deal with minor injuries e.g. bites and stings
- What to do in an emergency, including calling for help and speaking to the emergency services
- Understand what constitutes a healthy balanced diet
- How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist
- Recognise how not eating a balanced diet can negatively affect health and why people choose to eat what they do
- Understand that regular physical activity benefits bodies and feelings and that a lack of activity can affect health and wellbeing
- How to be active on a daily and weekly basis and how to make physical activity choices to support this - how to balance time online with other activities
- How lack of sleep can affect the body and mood and simple routines that support good quality sleep

Year 4

- Understand how their personal attributes and achievements contribute to their self-esteem and feeling of self-worth
- How everyday things can affect feelings and how they change over time and can be experienced at different levels of intensity
- The importance of expressing feelings and how to respond proportionately as well as manage them in different circumstances
- How to managing feelings at times of loss, grief and change
- How and where to access advice and support to help manage their own or others' feeling
- About puberty and how bodies change during puberty. including menstruation, hygiene routines, emotions and feelings
- How to ask for advice and support about growing and changing and puberty

- How to recognise, predict, assess and manage risk in different situations including the local environment and less familiar locations
- Understand that you can be influenced by peers' behaviour and by a desire for peer approval
- How individuality and personal qualities make up someone's identity
- How to set goals for themselves as well as manage set-backs, learn from their mistakes and reframe unhelpful thinking
- Understand 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

- To recognise and respect similarities and differences between people and there are a range of factors that contribute to a person's identity
- How individuality and personal qualities make up someone's identity (including gender identity)
- Understand stereotypes, including those in relation to protective characteristics, 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 and 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
- Importance of remaining calm during an emergency and providing clear information
- How drugs common to everyday life can affect health and wellbeing
- That some drugs are legal and other drugs are illegal and the laws surrounding them are designed to protect us
- Why people choose to use drugs, how the use of them can become a habit and how the risks associated with them can be prevented
- How to ask for help from a trusted adult if they have any worries or concerns about drugs
- 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 and how to report concerns

Year 6

- Understand the links between mental and physical health
- How wellbeing can be supported by positive friendships and involvement in clubs and community groups
- How to make choices that support a healthy, balanced lifestyle including calories content and nutrition.
- That drugs 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
- Health problems can become worse if not addressed early on and that anyone can experience them
- Mental health difficulties can usually be resolved or managed with the right strategies and support

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 school, 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, in accordance with section 3 and section 4 of this policy. 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.

Year 4

- About puberty and how bodies change during puberty. including menstruation, hygiene routines, emotions and feelings
- How to ask for advice and support about growing and changing and puberty
- How their body will, and emotions may, change as they approach and move through puberty
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- About human reproduction

Year 5

- Understand the key stages to the human life cycle including menstruation, ejaculation, emotions and feelings
- How to recognise and ask for help or advice if puberty worries me
- To understand changes in relationships as they move through puberty

Year 6

- 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

Curriculum Links

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

Appendix 2

Parent Request for Withdrawal from Sex Education Lessons

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<p><i><u>Include notes from discussions with parents and agreed actions taken.</u></i></p> <p><i><u>For example, Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</u></i></p>