



## STATEMENT OF POLICY FOR SEX AND RELATIONSHIPS EDUCATION

**“We commend these resources and pray for families and all in our schools who have the privilege and responsibility of helping children and young people to develop the skills they need to form healthy, resilient relationships within a pluralistic society.”**

*Stephen Conway, Bishop of Ely and Lead Bishop for Education*

### Introduction

Archbishop Runcie First School is a Church of England Voluntary Aided school which caters for children between the ages of three and nine years, drawing its pupils from a broad spectrum of society. In harmony with the Christian ethos of the school we offer all pupils the opportunity to experience the richness and diversity of God's creation through the curriculum we offer. In this way they are encouraged to explore values and beliefs and to identify with and empathise with those of other cultures.

In developing this policy, we have followed the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) (Appendix 1)

### Legal Framework

This policy has been developed with regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE Guidance 'Plan your relationships, sex and health curriculum' - Information to help school leaders plan, develop and implement the new statutory curriculum. September 2020 <https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum#creating-a-policy-for-the-new-curriculum>

### Definitions

For the purposes of this policy **“Relationships and sex education”** is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. The school does not teach about sex due to the age range with which we teach.

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

### Roles and Responsibilities

The Senior Leadership Team, in conjunction with the Governing Body as appropriate, 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.
- 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.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.

The 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, and health curriculum.
- Ensuring the relationships, and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, 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 Senior Leadership Team.

Staff delivering lessons are responsible for:

- Delivering a high-quality and age-appropriate relationships, 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, 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.
- Liaising with the School Nurse, where appropriate, to support the delivery of the curriculum.
- Working with the relationships, and health education subject leader to evaluate the quality of provision.

## **Aims**

Our aims are for children to;

- Develop confidence in talking, listening and thinking about feelings, relationships and responsibility
- Be informed about relationships, emotions and health
- Develop social skills and a positive attitude to well-being
- Be able to name parts of the body and describe how our bodies work
- Protect themselves
- Respect themselves and others
- Know who to ask for support
- Be prepared to play an active role as citizens
- Develop an understanding and appreciation of differences and help remove prejudice
- Appreciate the Christian teaching about partnerships, life long relationships and marriage, understood as a fundamental building block of family life
- Understand that relationships and friendships are an expression of love and trust and an important gift that should be honoured and cherished
- Develop a healthier, safer lifestyle
- Understand the importance of, and develop, good relationships
- Promote forgiveness, reconciliation, tolerance and trust
- Understand people can change their behaviour
- Understand it is important to work through problems

## **Objectives**

These aims will be achieved through the following objectives:

- To develop children who feel comfortable and confident in finding out about relationships
- To encourage children to listen to others
- To understand how they change from a baby to a child and ensure they are prepared for changes they will encounter socially, emotionally and physically as they mature into young people
- To teach children about relationships and families
- To give children accurate information
- To teach children about their bodies
- To teach children about hygiene
- To teach children that it is OK to say no or to have their own opinion, to stand by what they believe and to have faith and confidence in themselves.
- To teach children to respect other people's opinions but not to give in to peer pressure or follow the crowd
- To offer an environment where children feel safe to seek help (Worry Box in each classroom, approachable staff)

## **SRE in our school**

Relationships education is learning about the physical, social and emotional aspects of human relationships including friendships, family life and relationships with other children and adults. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future. This aligns with our core values of Love, Honesty, Openness, Kindness, Compassion, Forgiveness, Thankfulness, Endurance, Determination and Integrity.

### Attitudes and Values

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life and stable and loving relationships for the nurture of children;
- learning the value of trust, respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

### Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and
- learning how to recognise and avoid exploitation and abuse.

### Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships.

### Christian Beliefs and Values

These will form the foundation for work in this area within our school. The following list is based on Care for Education's *Sex and Relationship Education* publication (page 5):

- All people are made in the image of God and are valuable in his sight.
- God loves all people.
- God created our sexuality, and he intended it to be celebrated and enjoyed within the framework that he established.
- God created male and female to be of equal worth, and to be complementary.
- Lifelong partnership is God's intended context for sex and for the raising of children.
- God was pleased with his creation.
- Everyone makes mistakes and we should try to learn from these
- Going against God's ideal has consequences.
- God can forgive all wrongdoing.
- God allows us to start again.
- Forgiveness, reconciliation and trust should characterise all human relationships.

## **Curriculum Organisation**

- Ahead of implementation, we will consider the impact of coronavirus (COVID-19) on the delivery of the curriculum and adapt our approach, as appropriate. Many topics within relationships, sex and health education will support pupils with their experience of the pandemic and engage with their education as they return to school.
- We will take into account local health profiles of children and young people within the catchment area of the school, which can help to identify local priorities in the curriculum
- The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.
- 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. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupil's wider needs and we have consulted with parents, pupils and staff on the development of this policy in line with section 12 of this policy.
- Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by contacting the Head Teacher.
- When organising the curriculum the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

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

### **Confidentiality and Safeguarding – Keeping Children Safe**

In line with the school's Policy for Safeguarding and Child Protection, Archbishop Runcie First School is committed to safeguarding and promoting the welfare (both physical and emotional) of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken. All staff have received training on the new statutory guidance '*Keeping Children Safe in Education*' (September 2020).

All classes have a class 'worry box'/'question box' which gives children the option of writing down their questions or worries and receiving an answer that is not provided in front of the whole class. Distancing techniques are employed so children are able to discuss fictional characters and scenarios, rather than discussing their own lives and experiences.

If any child makes a disclosure of a safeguarding issue, as with all such instances, the teacher will inform the Designated Safeguarding Lead (DSL) in accordance with our school's policy on Safeguarding and Child Protection.

### **Ethos, Values, Resources and Delivery of the Curriculum**

The ethos of our school is its character as manifested in our attitudes, aspirations and values. The values of the school are Love, Honesty, Openness, Kindness, Compassion, Forgiveness, Thankfulness, Endurance, Determination and Integrity.

Just as we encourage our children to celebrate their many different talents, strengths and aspirations, we also aim to celebrate diversity of cultures, traditions and religions. In SRE, pupils are taught about diversity in family structures and relationships, in line with British Values (see '*The Equality Act – 2010*'; '*The Marriage Act – 2013*'), including diverse families. This ensures that every one of our pupils has the chance to develop the self-esteem and confidence they deserve in order to grow into understanding, accepting and respectful adults.

Teachers will:

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

The school will:

- ensure that all teaching resources and materials are appropriate for the age and maturity of pupils, their religious backgrounds and sensitive to their needs.
- consult with parents, and at all points of delivery of this programme. On request, we will provide examples of the resources that we plan to use and will ensure at all points that families are aware of what we are teaching through curriculum plans on the website, topic webs, newsletters and other relevant communication channels, as we want to reassure parents and enable them to continue the conversations started in class at home.
- not use inappropriate videos, images etc. and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, meet the outcome of the relevant part of the curriculum, and are in line with the school's legal duties in relation to impartiality.
- We will not under any circumstances use resources produced by organisations that take extreme political stances on matters. This is the case even if the material itself is not extreme, as the use of it could imply endorsement or support of the organisation. (See: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-b-resources-for-relationships-education-relationships-and-sex-education-rse-and-health-education>)

### **External Partners**

External partners may be invited to assist from time to time with the delivery of this programme and will be required to comply with this policy. The school will ensure that the teaching delivered by the external partner fits with the planned curriculum and this policy. The use of external partners is to enhance curriculum rather than as a replacement for the teachers delivering the curriculum (e.g. 'Pants Are Private').

External agencies can provide speakers, tools and resources to enhance and supplement the curriculum.

It is important when using external agencies to take particular care that the agency and any materials used are appropriate and in line with our legal duties regarding political impartiality. We will:

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

Before delivery of the session the school will discuss the partner's lesson plan and any materials the partner intends to use and ensure that the content is age appropriate for the pupils and meets pupil's needs.

The school will ensure any external partner complies with the Child Protection and Safeguarding Policy.

### **Links with other curriculum areas**

The school seeks to draw links between Relationships, sex and health education and other curriculum subjects wherever possible. Relationships, sex and health education will be linked to the following subjects in particular:-

- Science – pupils learn in Year 2 how animals, including humans, have offspring which grow into adults and, throughout their Science curriculum, learn about what sustains life, as well as parts of the human body
- English - when literary texts which touch on emotional aspects of relationships are studied in the English curriculum
- Computing– pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support, and how content in computing relates to online and media topic
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Citizenship and PSHE – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions, and pupils learn about respect and difference, values and characteristics of individuals, in the local context and wider community

### **Consultation with parents and carers**

We understand the important role parents and carers play in enhancing their children's understanding of relationships, sex and health. We also understand how important parents' views are in shaping the curriculum.

The school works closely with parents by establishing open communication. Due to the current circumstances regarding COVID-19, all parents and carers will be consulted in the development and delivery of the curriculum via the website and newsletter. Families are welcome to ask leaders questions on the matter as we shape and mould existing practice to fit the needs of all stakeholders.

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

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum (e.g. lists of books used listed on Long Term Plans)

### **Right to withdraw from sex education**

Relationships and health education are statutory in primary school and parents do not have the right to withdraw their child from these subjects. Parents *do* have the right to request that their child be withdrawn from some or all of sex education delivered (other than what must be taught as part of the statutory science curriculum) – however, due to the age range with which we serve, there is no sex education to withdraw from. As such, there is no right for families to withdraw from the content detailed in this policy. Families are invited to speak to the Senior Leadership Team directly if they are unsure about the curriculum content.

### **Staff training**

- It is essential that teachers can maintain their own wellbeing when delivering the curriculum. There may be times that a topic triggers feelings or thoughts, including of historic, recent or current trauma.
- It is important for school leaders to appreciate the different nature of these subjects, and be understanding of teachers' individual circumstances and the support they may need.
- Leaders will engage teachers in considering their own needs in advance.
- It is important that teaching is balanced and not dependent on any personal views teachers may have. Teachers should operate at all times within the framework of this policy, the Teaching Standards and comply with the Equality Act. There is no obligation on teachers to offer information personal to themselves or to share personal views.
- Teachers are not required to answer personal questions asked by pupils and should consider, with the support of leaders, how best to handle any such questions.
- All staff members will receive appropriate training to ensure they are up-to-date with the relationship, sex and health education programme and any associated issues.
- Members of staff responsible for teaching the subjects will undergo further training to ensure they are fully equipped to teach the subjects effectively.

- Training of staff will also be scheduled around any updated guidance on the programme and any new developments.
- The DfE training modules provide some examples of good practice and approaches to support staff preparing to teach about individual subjects.

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

### Monitoring and evaluating the policy

- This policy will be monitored and reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher.
- We will continuously evaluate and review the implementation of relationships education, relationships and sex education and health education, to ensure the quality of provision.
- This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, 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 governors.

Date	Reviewed/updated	Staff involved
February 2007	DRAFT POLICY	KJ in consultation with staff
Feb 2007	Reviewed	Curric Cttee
April 2007	Updated and revised in light of staff and curriculum committee discussions ADOPTED	KJ
April 2009	reviewed	JRo/KM
January 2011	reviewed	Staff/ HT/ PC
October 2012	reviewed	JRo
October 2014	reviewed	JRo/PC/ Curric cttee
November 2016	Reviewed	Curric Cttee
23 <sup>rd</sup> November 2016	Adopted	Governing Body
September 2018	Updated	Ethos Cttee
January 2019	Updated following feedback from staff	KM as agreed by Ethos Cttee
November 2019	Reviewed in line with DfE guidance and shared with new staff	Ethos Cttee in conjunction with staff
October 2020	New draft, updated following RSE training and in consultation with staff	KM, JBo and MN
December 2020	Updated after ethos training, still draft	Ethos Committee
Spring 2021	Consultation with families, draft	

**A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)<sup>1</sup>**

**We commit:**

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

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

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



## **Appendix 2**

### **Relationships education overview**

#### **Families and people who care for me**

By the end of primary school, pupils will know:

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

#### **Caring friendships**

By the end of primary school, pupils will know:

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

#### **Respectful relationships**

By the end of primary school, pupils will know:

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

#### **Online relationships**

By the end of primary school, pupils will know:

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

#### **Being safe**

By the end of primary school, pupils will know:

30. What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
31. About the concept of privacy and the implications of it for both children and adults.
32. That it is not always right to keep secrets if they relate to being safe.



33. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
34. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
35. How to recognise and report feelings of being unsafe or feeling bad about any adult.
36. How to ask for advice or help for themselves and others, and to keep trying until they are heard.
37. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
38. Where to seek advice, for example, from their family, their school and other sources.

## **Appendix 3**

### **Health education overview**

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

#### **Mental wellbeing**

By the end of primary school pupils will know:

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

#### **Internet safety and harms**

By the end of primary school, pupils will know:

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

#### **Physical health and fitness**

By the end of primary school, pupils will know:

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

#### **Healthy eating**

By the end of primary school, pupils will know:

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

#### **Drugs alcohol and tobacco**

By the end of primary school, pupils will know:

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:

68. How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.

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

**Basic first aid**

By the end of primary school, pupils will know:

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

## **Appendix 4**

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

The school plans a progressive curriculum, topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

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

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

### **Ensuring content is appropriate**

The safety of children is of paramount importance in school.

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

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

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

A summary of the content that is currently taught during each Year Group is included on the school website.

## **Appendix 5**

### **Difficult Questions**

When faced with a difficult question staff should;

- 1) refer to the nominated member of staff (Headteacher) and decide together if it is appropriate to answer
- 2) be aware of clarifying exactly what it is children want to know
- 3) take care not to assume knowledge
- 4) take the age and maturity of a child into account
- 5) answer as honestly as they can if questions are deemed appropriate

If questions are deemed inappropriate refer the question to the Senior Leadership Team who may inform parents.