

Holy Trinity Rosehill CofE VA Primary School



Relationships, Sex and Health Education (RSHE) Policy

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SCHOOL ETHOS STATEMENT

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian and British values through the experience it offers to all its pupils.

SCHOOL AIMS

- Give high priority to the spiritual development of pupils, enabling them to develop attitudes of mutual respect and responsibility and to realise their full potential.
- Foster a sympathetic understanding of the Christian faith whilst exerting no pressure to believe.
- Encourage strong links between school, home and church and prepare pupils for life in the wider community.
- Encourage respect for other people's property, the school and the local surroundings.
- Provide an intellectually stimulating environment where children will develop a positive attitude to learning.
- Make learning fun.
- Create a strong ethos where children can achieve their potential.
- Develop pupil's self-confidence and raise their self-esteem so they will learn to work with independence and self-discipline.
- Provide a warm friendly atmosphere where children gain respect and tolerance of and show a caring attitude for others.
- Show a caring attitude towards all children and adults concerned with the school.

INTRODUCTION

At Holy Trinity Rosehill CofE VA Primary School, we understand our responsibility to deliver a high-quality, age appropriate and evidence-based relationships, sex and health curriculum for all of our pupils. Both our policy and practise will 'ensure pupils are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others.' (SIAMS schedule 2018)

This policy sets out the framework for our relationships, sex and health curriculum providing clarity on how it is informed and delivered. In developing this policy, we have followed the principles in the Church of England Charter for faith sensitive and inclusive relationships education (Relationships Education), relationships and sex education (RSE) and health education (RSHE) (Appendix 1)

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

AIMS

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

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

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

LEGAL FRAMEWORK

This policy has been developed with regard to legislation and statutory guidance including:

- 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 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' (2019)
- DfE 'Science programmes of study: key stages 1 and 2' (2013)
- SIAMS Evaluation Schedule (2018)
- Valuing All God's Children (2019)
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years (2017)
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education – Statutory Safeguarding Guidance (2018)
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)

- UN Convention on the rights of the child (1992)

This policy works in conjunction with the following policies:

- Safeguarding and Child Protection
- Behaviour
- SEND
- Anti-bullying
- Mental Health and Well-being
- Inclusion
- RE Policy

DEFINITIONS

For the purposes of this policy “Relationships education” (Relationships Education) is defined as teaching pupils about the building blocks of healthy, respectful relationships, focusing on family and friendships, including on and off line. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships.

For the purposes of this policy “Relationships and sex education” (RSE) is defined as teaching pupils about is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

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

GOVERNING BODIES RESPONSIBILITIES

The Governing Body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of We are maintained and developed through the subjects.

HEAD TEACHER’S RESPONSIBILITIES

The Head teacher is responsible for:

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

SUBJECT LEADER RESPONSIBILITIES

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

- Overseeing the delivery of the subjects.

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

SCHOOL STAFF RESPONSIBILITIES

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

SENDCO RESPONSIBILITIES

The SENDCO is responsible for:

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

CURRICULUM ORGANISATION

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.

A summary of the content that will be taught during each Year Group is outlined at Appendix 4, with a further breakdown of content for Early Years & KS1 to be devised by the subject leader.

SEX EDUCATION

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

All pupils must be taught the 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.

At our school, we teach pupils sex education beyond what is required of the science curriculum.

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

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

All staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity.

The words which will be used are: penis, vulva, vagina, testicle, scrotum, breasts and pubic hair.

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

RESOURCES AND DELIVERY OF CURRICULUM

We will teach the curriculum to reflect the requirements set out in law, particularly the Equalities Act 2010, so that pupils understand what the law does, and does not, allow, and the wider implications of decisions they make.

Our relationships and sex education curriculum is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity.

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

Pupils will be taught about LGBTQ+ from Early Years onwards and formally in Upper Key Stage 2, with a focus on pupils developing an understanding that there are a variety of relationships and family patterns in the modern world. We will always consider the development and maturity of pupils before teaching this topic.

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 appropriately to the pupil's age.

We ensure that all teaching resources and materials are appropriate for the age and maturity of pupils, their religious backgrounds and sensitive to their needs.

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

Inappropriate videos, images etc. will not be used and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

Any resources or materials used to support learning 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.

We use a range of resources which may include, but are not limited to, DfE guidance, AGENDA online, PSHE Association and age-appropriate storybooks to support our curriculum which will be reviewed by the subject leader as part of the monitoring and evaluation process.

PUPIL ASSESSMENT

“Schools should have the same high expectations of the quality of pupils’ work in these subjects as for other curriculum areas.” (DfE)

We use a range of assessment methods to get regular feedback on pupil progress in Relationships Education/ RSE. We also use pupil assessment to identify where pupils need extra support or intervention. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

Assessment methods used include, but are not limited to:

- Project work
- Students’ pre and post unit self-evaluation
- Drama

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. We 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.

Before delivery of the session we 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.

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

CURRICULUM LINKS

We seek 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 about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- 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.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals, in the local context and wider community

CONSULTATION WITH PARENTS AND CARERS

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

We work closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum through some of the following:

- Questionnaires and surveys
- Focus groups – including pupil groups
- Meetings
- Training sessions
- Newsletters and letters
- Website

Consultation may also take place with the wider school community e.g. governing body, school nurse, Local Authority and Diocese.

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

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 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). The head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will document this process to ensure a record is kept.

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

Once those discussions have taken place, the head teacher will respect the parents' request to withdraw the child except where in respect of content that must be taught as part of the science curriculum.

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

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

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

STAFF TRAINING

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 covered by this policy 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.

EMERGENCY PROCEDURES

Any bullying incidents arising out of the relationships, sex and health education, such as those relating to sexual orientation, will be dealt with as seriously as any other bullying incidents in school in accordance with the Behaviour Policy and/or Anti-bullying policies.

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

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

SAFEGUARDING

We acknowledge that Relationships Education/ RSE is crucial for creating a culture of safeguarding within the school and meeting our statutory obligations as outlined in Keeping Children Safe in Education.

Relationships Education/ RSE helps children to understand the difference between healthy and abusive relationships and understand how to get help if they are experiencing abuse.

We recognise that when discussing these issues some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools Child Protection and Safeguarding Policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in Relationships Education/ RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.

While Holy Trinity Rosehill C of E Primary School wants to create a learning space that feels emotionally safe for children and young people to disclose, we also want to protect children's privacy.

We do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all.

Once ground rules have been set, we will check they are in place throughout the programme and actively referred to. Examples of how this will be monitored include Pupil Voice activities and Learning Walks. Through the use of ground rules and other approaches, the school can create a supportive environment for discussions that can be sensitive or difficult.

MONITORING AND EVALUATING THE POLICY

This policy will be monitored and reviewed on an annual basis by the relationships, sex and health education subject leader and head teacher.

Monitoring of the delivery, content, teaching and assessment of RSE is linked to the usual school monitoring procedures, including the subject leader conducting termly Pupil Voice activities to monitor the impact RSE is having on our pupils.

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.

The Governing Body is responsible for approving this policy.

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

Governors will monitor the performance of this policy. This will be achieved via the Head Teacher's reports to governors and by governors observing and recording its implementation when they visit the school.

Appendix 1

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

At Holy Trinity Rosehill CofE VA Primary School, we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

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

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

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

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

Appendix 2

Relationships education overview

Families and people who care for me

By the end of primary school, pupils will know:

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

Caring friendships

By the end of primary school, pupils will know:

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

Respectful relationships

By the end of primary school, pupils will know:

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

21. What a stereotype is, and how they can be unfair, negative or destructive.
22. The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of primary school, pupils will know:

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

Being safe

By the end of primary school, pupils will know:

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

Appendix 3

Health education overview

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

Mental wellbeing

By the end of primary school pupils will know:

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

Internet safety and harms

By the end of primary school, pupils will know:

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

Physical health and fitness

By the end of primary school, pupils will know:

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

Healthy eating

By the end of primary school, pupils will know:

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

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

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

Health and prevention

By the end of primary school, pupils will know:

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

Basic first aid By the end of primary school, pupils will know:

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

Changing adolescent body By the end of primary school, pupils will know:

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

Appendix 4

Holy Trinity Rosehill CofE (VA) Primary School – Curriculum Overview RHSE

Areas to be included in line with Statutory Guidance: Families and people who care for me, Caring Friendships, Respectful Relationships, Online Relationships and Being Safe. Sex Education beyond the Science Curriculum is shown in green.

	EYFS – Year 2	Year 3 and 4	Year 5 and 6	Year 6
Relationships	<p>What do family and friends mean to me?</p> <p>Families and Friends Who is in my family? How are other families different and similar to mine? What does my family do for me? What do I like about my friend? What does my friend like about me? What can other people do to make me feel good? Who do I look after? Why shouldn't I tease other people? What do I like to do with my family? What is love? How do we show love to one another? What does being happy mean to me? How can I make up with my friend when we have fallen out? What does it mean to respect other people? What strategies could I use in different situations to show respect, courtesy and manners? Are all toys for everyone?</p>	<p>What is friendship?</p> <p>Friendships How have my relationships changed as I have grown up? Why do friendships change? How can I be a good friend? Why can it be fun to have a friend who is different to me? What are some of the bad ways people can behave towards one another? How do I know when I am being bullied? What do I do if I am being bullied? How can I make up with my friend when we have fallen out? Why do people get married? Why are some parents married and some are not? What do I like to do with my family? What is love? How do we show love to one another? What does being happy mean to me? What does it mean to respect other people? What strategies could I use in different situations to show respect, courtesy and manners? Are all sports for everyone?</p>	<p>How are we accepting of others?</p> <p>Relationships What are the important relationships in my life now? What is love? How do we show love to one another? Can two women get married? What are the different kinds of families and relationships? Why does calling someone 'gay' count as bullying? What should I do if someone is being bullied? Can some relationships be harmful? Why are families important for having babies and bringing them up? What do I like to do with my family? What does being happy mean to me? How can I make up with my friend when we have fallen out? What does it mean to respect other people? What strategies could I use in different situations to show respect, courtesy and manners? Are all careers for everyone?</p>	<p>How and why do relationships change?</p> <p>Developing Relationships What makes a relationship happy or unhappy? How can I cope with changing relationships with my family and friends? What can I do about family and friendship break up? What does it mean to be gay, lesbian, bisexual or transgender?</p>
Online Relationships	<p>Am I safe online?</p> <p>Online Relationships How do I stay safe online? How do I behave online? How can others behave online? What strategies do I use if I see something I am worried about online? How can I say 'no' if I'm uncomfortable in a situation online? What is social media?</p>	<p>My digital footprint – who am I online?</p> <p>Online Relationships How do I stay safe online? How do I behave online? How can others behave online? What strategies do I use if I see something I am worried about online? How do we use social media? How could my personal information be shared and used online? How can I say 'no' if I'm uncomfortable in a situation online?</p>	<p>How do other people affect my online safety?</p> <p>Online Relationships How do I stay safe online? How do I behave online? How can others behave online? What strategies do I use if I see something I am worried about online? Who can I be friends with online? What are the risks of online friendships? How could my personal information be shared and used online? How can I say 'no' if I'm uncomfortable in a situation online?</p>	<p>How do I prepare for becoming an adult in an online world?</p> <p>Online Relationships How do I stay safe and behave online? How can others behave online? What strategies do I use if I see something I am worried about? Who can I be friends with online? What are the risks of online friendships? How can I say 'no' if I'm uncomfortable in a situation online?</p>
	<p>What does it mean to be me?</p> <p>All about me Why are girls' and boys' bodies different? What do we call the different parts of girls' and boys' bodies?</p>	<p>What does it mean to 'grow up'?</p> <p>Growing up How has my body changed since I was a baby? Why is my body changing? Why are some children growing quicker than others?</p>	<p>Why do we change as we get older?</p> <p>Everything Changes What is puberty? Does everyone go through it? At what age? What is the menstrual cycle?</p>	<p>What is normal?</p> <p>Becoming an adult in the 'normal' world</p>

My Body	<p>Why are some girls in my class taller than the boys? How do girls and boys grow differently? Why are we all different? Is it okay to be different? What are similarities and differences between boys and girls?</p>	<p>How do hormones affect our bodies and do they affect boys and girls differently? What body changes do boys and girls go through at puberty? Is my body normal? What is a 'normal' body? How will my body change as I get older? Why do the media show so many pictures of "perfect" celebrities? Should we all look like this?</p>	<p>Am I normal – what is normal for my age?</p>
Life Cycles	<p>Welcome to the world – what makes us unique? <u>Our early years</u> Where do babies come from? How much have I changed since I was a baby? How are other children similar or different to me?</p>	<p>The circle of life – what happens in our world? Animals and humans How do different animals have babies? How do different animals look after their babies before and after birth? What happens when people get older?</p>	<p>Welcome to the world – how do we thrive and develop in the early stages of life? Why does having a baby need a male and female? How do families with same-sex parents have babies? How does the baby develop? What does a new baby need to keep it happy and healthy?</p>
Keeping safe and looking after myself	<p>How do we keep ourselves safe? <u>Our bodies</u> Which parts of my body are private? When is it okay to let someone touch me? How can I say 'no' if I'm uncomfortable in a situation? Who should I tell if someone wants to touch my private parts? What do I do if someone wants to do something dangerous, wrong or makes me feel uncomfortable?</p>	<p>How do we look after ourselves? <u>Looking after myself and others</u> What are good habits for looking after my growing body? What do I do if someone wants to do something dangerous, wrong or makes me feel uncomfortable? When is it good or bad to keep secrets? How can I say 'no' if I'm uncomfortable in a situation?</p>	<p>What does it mean to be an adult? Puberty How can I look after my body when I go through puberty? How can girls manage periods (menstruation)? How can I say 'no' if I'm uncomfortable in a situation? What do I do if someone wants to do something dangerous, wrong or makes me feel uncomfortable? How can we keep our body healthy?</p>
People who help me	<p>What can we do if we need help? <u>People who can help us</u> Who can I ask if I need to know something? Who can I go to if I'm worried about something? What do I do if I am still worried?</p>	<p>Can anybody help me? <u>Understanding growing up and who can help</u> Who can I talk to if I feel anxious or unhappy? Where can I find information about growing up? What do I do if I am still worried?</p>	<p>What does it mean to be an adult? Crucial Crew link (yr 6) – Does drinking alcohol or using drugs affect my decisions about behaviour?</p>
Getting help and advice	<p>Feelings – how do we manage them? <u>Our feelings and those of others</u> What makes me feel good? What makes me feel bad? How do I know how other people are feeling?</p>	<p>Feelings – how do we manage them? <u>Our feelings and those of others</u> What makes me feel good? What makes me feel bad? How do I know how other people are feeling? Why are my feelings changing as I get older? How do I feel about growing up and changing? How can I cope with strong feelings?</p>	<p>How do we become confident with who we are? Coping with change and strategies to support us Why am I attracted to someone?</p>
Feelings and attitudes	<p>Feelings – how do we manage them? <u>Our feelings and those of others</u> What makes me feel good? What makes me feel bad? How do I know how other people are feeling?</p>	<p>How do we become confident with who we are? Coping with change and strategies to support us What kind of feelings come with puberty? How can I cope with these different feelings and mood swings? How can I say 'no' to someone without hurting their feelings? What should I do if my family or friends don't see things the way I do? Can I believe everything I see on the TV about perfect bodies/relationship/girl and boys... to be true?</p>	<p>How do we become confident with who we are? Coping with change and strategies to support us Why am I attracted to someone?</p>