

# RISE PARK PRIMARY AND NURSERY SCHOOL



## **Relationships and Sex Education (RSE) Policy**

(This policy incorporates RSE, Health Education and PSHE – described in the policy as RSHE)

Signed

(Chair of Governors)

**Date: October 2023**

**Date of policy: September 2023**

**Date of review: September 2024**

**Name of RSHE Coordinator: Gemma Gray (Teacher)**

**Name of RSHE Governor:**

## **1. Introduction**

This policy outlines our school's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019 and other relevant guidance documents and statutory requirements.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Health Education compulsory for children receiving primary education. To meet the needs of our pupils we will also deliver sex education, see section 8 for more details.

The RSHE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is taught in an age-appropriate manner throughout the school.

## **2. Formulation, dissemination, monitoring and review of policy**

The RSE policy will be developed following consultation with the whole school community. Consultation took place in the following ways:

- Discussion at staff briefing;
- Pupil council discussion;
- Comments on a draft
- Parent questionnaires.

In developing our policy and curriculum we have given due regard to the government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The RSHE policy is available on the school website and free of charge to interested parties via school reception.

The RSE policy and curriculum will be reviewed annually by the RSHE Co-ordinator and governors. This review will be informed by the following: pupil and staff evaluation of the programme; teacher assessment; changes in legislation and guidance; and, parent feedback gathered through an annual survey

## **3. What is RSHE?**

RSHE is lifelong learning about physical, moral and emotional development. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. In the primary school, we are building the foundations of skills and knowledge that will be developed further at secondary level.

Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at this school, children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

#### **4. Why RSHE is important in our school**

RSHE is fundamental to our school approach of 'Steps to Success' and our core vision to develop a thriving community, which recognises each child as a unique individual. We share an absolute commitment which:

- provides an equal opportunity for access to a high-quality education
- offers a safe, happy and caring and stimulating environment with a positive ethos by all for all
- sets consistent high, realistic expectations to ensure individual children realise their full potential
- recognises and celebrates achievement and success
- values honesty, sensitivity and responsibility in all relationships
- creates a positive and purposeful partnership with parents/carers and develops links with the local community

These values are reflected within this policy and our curriculum. It is our intent that these values drive our commitment to provide RSHE teaching, which underpins children's development as people, and because we believe that this also supports their learning capacity.

Additionally, British Values are at the heart of RSHE at Rise Park. We want all pupils to become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background. Respect for others is embedded in our inclusive ethos, which is based upon our mission statement "Steps to Success" and our vision to develop a thriving community, which recognises each child as a unique individual. We will promote the basic British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs.

Within RSHE, we will continue to place the wellbeing and safety of children first. In line with 'Keeping Children Safe in Education (2023)', we will always make sure our approach is child-centered, considering at all times what is in the best interests of the child.

We acknowledge that not all parents feel confident or comfortable talking to their children about this area, therefore our work in school ensures that all pupils have the information they need to keep safe and make positive, healthy choices.

#### **5. Key Objectives**

The key objectives of our RSHE programme are to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and

caring relationships

- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Develop pupils' skills around assessing risk and keeping safe
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Enable pupils to recognise and manage their emotions
- Provide pupils with the knowledge and skills to access appropriate support

The RSHE programme is based on the needs of pupils in the school with learning outcomes appropriate to their age, ability and level of maturity. RSHE will be firmly embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through RSHE sessions, circle-time and assemblies. We use 'Jigsaw', the mindful approach to PSHE as it connects PSHE, emotional literacy, social skills and spiritual development. Pupils will be helped to appreciate difference and to respect themselves and others.

## **6. Equality, Inclusion and Support**

We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. As a school we will deliver RSE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. At times in our programme we will explore different faith perspectives, please see the outcomes framework for more details. Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will show families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects both our school community and wider society.

## **7. The Curriculum**

The programme that we use underpins all that we teach in the Primary curriculum on a day-to-day basis. Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. Jigsaw provides a structured programme of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice. Every Jigsaw lesson from Early Years to Year 6 offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group. Jigsaw provides structured opportunities in every lesson to practice and enhance the five skills associated with the emotional literacy - self-awareness, social skills, empathy, motivation and managing feelings. These opportunities are vital for children's development, their understanding of themselves and others and in increasing their capacity to learn.

The table below gives the learning theme of each of the six units and these are taught across the school; the learning deepens and broadens every year.

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Class Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education ( <i>Y5 &amp; 6 only</i> ) in the context of coping positively with change

At Rise Park Primary and Nursery School we allocate a full lesson every week to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, class learning charters, through relationships child-to-child, adult-to-child and adult-to-adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes and children identified to need further support are then part of nurture groups. This entails smaller group learning to scaffold and enhance what they have experienced in the classroom.

Some elements of RSHE are delivered through national curriculum Science:

### **Year 2**

*Pupils should be taught to:*

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of.....hygiene.

### **Year 5**

*Pupils should be taught to:*

- describe the changes as humans develop to old age.

We also participate in national events such as anti-bullying day, international stress awareness week and mental health awareness week to further enhance the children's learning within RSHE.

The curriculum will be evaluated and reviewed by pupils and teachers on a regular basis via staff meetings and pupil consultation.

## **8. Resources**

As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, books and resources. Teachers select resources that support the learning outcomes for the year group they are teaching. We hold a parents meeting each year where you can familiarise yourself with the resources to be used. If you would like to see these at other times of the year please speak to your child's teacher. We will inform you of what will be taught in each term through your child's year group knowledge organiser.

If you would like to discuss any of the resources in more detail please contact your child's class teacher in the first instance.

## **9. Sex Education**

In addition to Relationships and Health Education we also cover sex education in Key Stage 2 (Years 5 and 6). The content of sex education includes learning about reproduction, pregnancy and birth as well as consent. Parents are able to withdraw their child from this learning if they choose to, see 'Parents' section 15 below.

## **10. Teaching and Learning**

All teachers have responsibility for planning and delivering RSHE. Teaching assistants may provide additional support, in particular for children with special educational needs. Everyone involved in the teaching of RSHE will follow the school policy.

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this a number of teaching strategies will be used, including:

- Establishing ground rules with pupils;
- Using 'distancing' techniques (eg. Case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection.

RSHE will be delivered all year round – parents/carers will be informed of what will be covered when at the beginning of the year.

## **11. External speakers**

Occasionally we use external speakers to enhance our delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures.

An example of external providers we use are 'The GREAT Project'. This is delivered to year 5 pupils by facilitators trained by Equation. The purpose of this project is to enable children to gain knowledge about healthy relationships, to explore what domestic abuse is, and to know where to go for help and support.

## **12. Safe learning in RSHE**

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will create a class charter with each class outlining expectations around rights, responsibilities and respect. The class charter will be a working document that all pupils agree to follow.

The class charter will outline rules regarding questions. As with any topic pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The class charter will remind pupils that personal questions are not appropriate.

When pupils can write independently, they will be introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- If the teacher does not know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher will attend to it on an individual basis.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the Coordinator as part of the evaluation and monitoring process.

### **13. Staff training**

All staff delivering RSHE will take part in an initial basic training session. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or external training event.

### **14. Assessment and Review**

Teachers use a range of assessment strategies to track pupils' progress towards learning outcomes (attached at the end of the policy).

As a school, we are aware that pupil's outcomes in PSHE may not be linear and may rise and fall according to the complexities of developing life. Some of the assessment strategies may include; Jigsaw Journals, self-assessment and peer assessment, formal and informal observations.

Our assessments will provide information to:

- Inform future planning
- Identify and support children that need further provision
- Group children for particular activities and interests
- Ensure that the curriculum meets the needs of all children
- Promote continuity and progression
- Report to parents/carers on progress

Special achievements and instances of applying what they have learnt is recognised by teachers and added to the weekly celebration. Children may also be recognised for these achievements during whole school assemblies. As a school, we place importance on recognising success in RSHE as we would with any other subject. Governors will monitor the achievement of pupils in RSHE. Pupil's progress in RSHE will be included in the end of year



report and discussed at Parents Evenings.

### **15. Parents**

We believe that RSHE is a partnership between school and parents/carers. We recognise that parents are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE delivered in school is explored in more detail within the context of individual families. Parents will be routinely informed about RSHE through the school website and letters/texts/emails to explain when RSHE will take place in different year groups and what will be covered. We also use knowledge organisers to show what each year group learns per half-term.

We will regularly consult with parents on an annual basis about any needs they may have in relation to our RSHE programme.

Any parents wanting more information about our RSHE curriculum can contact their child's class teacher in the first instance, or Mrs Gray (RSHE coordinator)

### **16. Right to withdraw from sex education:**

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the Science curriculum).

There is no right to withdraw from Relationships Education or Health Education.

See below which parts of our programme are sex education:

#### **Sex Education sessions within RSHE** (parents **may** withdraw their child from these)

<i>Year 5</i>	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the female reproductive system)
<i>Year 6</i>	Conception to birth	The story of pregnancy and birth (animations used – female and male reproductive system)

Parents can exercise their right to withdraw their child from sex education in by speaking to their child's class teacher and filling in the withdrawal form (see appendix 2). Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.

### **17. Confidentiality, safeguarding and child protection**

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in

the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

### **18. Menstrual wellbeing**

Some pupils will begin menstruation in primary school. To support pupils who are menstruating we have in place the following:

- Sanitary disposal units are available in the Year 6 girls' toilet.
- Pupils can access sanitary products from the disabled toilet.
- For those experiencing period poverty, free sanitary protection can be accessed from school, as we always have sanitary pads readily available.

When a pupil starts menstruating in school, we will support them on-site and inform parents. Our RSHE programme covers basic information about menstruation in year 4, with more detailed input in years 5 and 6.

If your child has difficulties managing their periods at school please contact your child's class teacher or Mrs Griffiths (Deputy Headteacher) or Mrs Kelly (Headteacher) for support.

### **19. Links to other Policies**

- Anti-bullying
- Healthy eating
- Religious Education
- Science
- Safeguarding
- Equality

You can also view the statement on our school's commitment to British Values on our website.

### **20. More information**

If you would like to discuss our provision of RSHE further please contact our RSHE coordinator, Mrs Gray.

If you have a complaint about any aspect of our RSHE provision please address this to our Headteacher, Mrs Kelly.

## Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	<b>Pupils should know...</b>	<b>How this is incorporated within our lessons:</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

	<ul style="list-style-type: none"> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>	
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

## Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	<b>Pupils should know</b>	<b>How this is incorporated within our lessons:</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>

	<ul style="list-style-type: none"> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>	
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>

## Appendix 1: Overview of taught lessons within our PSHE programme

	Autumn 1 <b>Being Me in My World</b>	Autumn 2 <b>Celebrating Difference</b>	Spring 1 <b>Dreams and Goals</b>	Spring 2 <b>Healthy Me</b>	Summer 1 <b>Relationships</b>	Summer 2 <b>Changing Me</b>
EYFS	<ul style="list-style-type: none"> <li>▪ Self-identity</li> <li>▪ Understanding feelings</li> <li>▪ Being in a classroom</li> <li>▪ Being gentle</li> <li>▪ Rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifying talents</li> <li>▪ Being special</li> <li>▪ Families</li> <li>▪ Where we live</li> <li>▪ Making friends</li> <li>▪ Standing up for yourself</li> </ul>	<ul style="list-style-type: none"> <li>▪ Challenges</li> <li>▪ Perseverance</li> <li>▪ Goal-setting</li> <li>▪ Overcoming obstacles</li> <li>▪ Seeking help</li> <li>▪ Jobs</li> <li>▪ Achieving goals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exercising bodies</li> <li>▪ Physical activity</li> <li>▪ Healthy food</li> <li>▪ Sleep</li> <li>▪ Keeping clean</li> <li>▪ Safety</li> </ul>	<ul style="list-style-type: none"> <li>▪ Family life Friendships</li> <li>▪ Breaking friendships</li> <li>▪ Falling out</li> <li>▪ Dealing with bullying</li> <li>▪ Being a good friend</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bodies</li> <li>▪ Respecting my body</li> <li>▪ Growing up</li> <li>▪ Growth and change</li> <li>▪ Fun and fears</li> <li>▪ Celebrations</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>▪ Feeling special and safe</li> <li>▪ Being part of a class</li> <li>▪ Rights and responsibilities</li> <li>▪ Rewards and feeling proud</li> <li>▪ Consequences</li> <li>▪ Owning the Learning Charter</li> </ul>	<ul style="list-style-type: none"> <li>▪ Similarities and differences</li> <li>▪ Understanding bullying and knowing how to deal with it</li> <li>▪ Making new friends</li> <li>▪ Celebrating the differences in everyone</li> </ul>	<ul style="list-style-type: none"> <li>▪ Setting goals</li> <li>▪ Identifying successes and achievements</li> <li>▪ Learning styles</li> <li>▪ Working well and celebrating achievement with a partner</li> <li>▪ Tackling new challenges</li> <li>▪ Identifying and overcoming obstacles</li> <li>▪ Feelings of success</li> </ul>	<ul style="list-style-type: none"> <li>▪ Keeping myself healthy</li> <li>▪ Healthier lifestyle choices</li> <li>▪ Keeping clean</li> <li>▪ Being safe</li> <li>▪ Medicine safety/safety with household items</li> <li>▪ Road safety</li> <li>▪ Linking health and happiness</li> </ul>	<ul style="list-style-type: none"> <li>▪ Belonging to a family</li> <li>▪ Making friends/being a good friend</li> <li>▪ Physical contact preferences</li> <li>▪ People who help us</li> <li>▪ Qualities as a friend and person</li> <li>▪ Self-acknowledgement</li> <li>▪ Being a good friend to myself</li> <li>▪ Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>▪ Life cycles – animal and human</li> <li>▪ Changes in me</li> <li>▪ Changes since being a baby</li> <li>▪ Differences between female and male bodies (correct terminology)</li> <li>▪ Linking growing and learning</li> <li>▪ Coping with change</li> <li>▪ Transition</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>▪ Hopes and fears for the year</li> <li>▪ Rights and responsibilities</li> <li>▪ Rewards and consequences</li> <li>▪ Safe and fair learning environment</li> <li>▪ Valuing contributions</li> <li>▪ Choices</li> <li>▪ Recognising feelings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assumptions and stereotypes about gender</li> <li>▪ Understanding bullying</li> <li>▪ Standing up for self and others</li> <li>▪ Making new friends</li> <li>▪ Gender diversity</li> <li>▪ Celebrating difference and remaining friends</li> </ul>	<ul style="list-style-type: none"> <li>▪ Achieving realistic goals</li> <li>▪ Perseverance</li> <li>▪ Learning strengths</li> <li>▪ Learning with others</li> <li>▪ Group co-operation</li> <li>▪ Contributing to and sharing success</li> </ul>	<ul style="list-style-type: none"> <li>▪ Motivation</li> <li>▪ Healthier choices</li> <li>▪ Relaxation</li> <li>▪ Healthy eating and nutrition</li> <li>▪ Healthier snacks and sharing food</li> </ul>	<ul style="list-style-type: none"> <li>▪ Different types of family</li> <li>▪ Physical contact boundaries</li> <li>▪ Friendship and conflict</li> <li>▪ Secrets</li> <li>▪ Trust and appreciation</li> <li>▪ Expressing appreciation for special relationships</li> </ul>	<ul style="list-style-type: none"> <li>▪ Life cycles in nature</li> <li>▪ Growing from young to old</li> <li>▪ Increasing independence</li> <li>▪ Differences in female and male bodies (correct terminology)</li> <li>▪ Assertiveness</li> <li>▪ Preparing for transition</li> </ul>



Year 3	<ul style="list-style-type: none"> <li>▪ Setting personal goals</li> <li>▪ Self-identity and worth</li> <li>▪ Positivity in challenges</li> <li>▪ Rules, rights and responsibilities</li> <li>▪ Rewards and consequences</li> <li>▪ Responsible choices</li> <li>▪ Seeing things from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Families and their differences</li> <li>▪ Family conflict and how to manage it (child-centred)</li> <li>▪ Witnessing bullying and how to solve it</li> <li>▪ Recognising how words can be hurtful</li> <li>▪ Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Difficult challenges and achieving success</li> <li>▪ Dreams and ambitions</li> <li>▪ New challenges</li> <li>▪ Motivation and enthusiasm</li> <li>▪ Recognising and trying to overcome obstacles</li> <li>▪ Evaluating learning processes</li> <li>▪ Managing feelings</li> <li>▪ Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exercise</li> <li>▪ Fitness challenges</li> <li>▪ Food labelling and healthy swaps</li> <li>▪ Attitudes towards drugs</li> <li>▪ Keeping safe and why it's important online and off line scenarios</li> <li>▪ Respect for myself and others</li> <li>▪ Healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Family roles and responsibilities</li> <li>▪ Friendship and negotiation</li> <li>▪ Keeping safe online and who to go to for help</li> <li>▪ Being a global citizen</li> <li>▪ Being aware of how my choices affect others</li> <li>▪ Awareness of how other children have different lives</li> <li>▪ Expressing appreciation for family and friends</li> </ul>	<ul style="list-style-type: none"> <li>▪ How babies grow</li> <li>▪ Understanding a baby's needs</li> <li>▪ Family stereotypes</li> <li>▪ Challenging my ideas</li> <li>▪ Preparing for transition</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>▪ Being part of a class team</li> <li>▪ Being a school citizen</li> <li>▪ Rights, responsibilities and democracy (school council)</li> <li>▪ Rewards and consequences</li> <li>▪ Group decision-making</li> <li>▪ Having a voice</li> <li>▪ What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>▪ Challenging assumptions</li> <li>▪ Judging by appearance</li> <li>▪ Accepting self and others</li> <li>▪ Understanding influences</li> <li>▪ Understanding bullying</li> <li>▪ Problem-solving</li> <li>▪ Identifying how special and unique everyone is</li> <li>▪ First impressions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hopes and dreams</li> <li>▪ Overcoming disappointment</li> <li>▪ Creating new, realistic dreams</li> <li>▪ Achieving goals</li> <li>▪ Working in a group</li> <li>▪ Celebrating contributions</li> <li>▪ Resilience</li> <li>▪ Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Healthier friendships</li> <li>▪ Group dynamics</li> <li>▪ Smoking</li> <li>▪ Alcohol</li> <li>▪ Assertiveness</li> <li>▪ Peer pressure</li> <li>▪ Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>▪ Jealousy</li> <li>▪ Love and loss</li> <li>▪ Memories of loved ones</li> <li>▪ Getting on and Falling Out</li> <li>▪ Girlfriends and boyfriends</li> <li>▪ Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Being unique</li> <li>▪ Girls and puberty</li> <li>▪ Confidence in change</li> <li>▪ Accepting change</li> <li>▪ Preparing for transition</li> <li>▪ Environmental change</li> </ul>

Year 5	<ul style="list-style-type: none"> <li>▪ Planning the forthcoming year</li> <li>▪ Being a citizen</li> <li>▪ Rights and responsibilities</li> <li>▪ Rewards and consequences</li> <li>▪ How behaviour affects groups</li> <li>▪ Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cultural differences and how they can cause conflict</li> <li>▪ Racism</li> <li>▪ Rumours and name-calling</li> <li>▪ Types of bullying</li> <li>▪ Material wealth and happiness</li> <li>▪ Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Future dreams</li> <li>▪ The importance of money</li> <li>▪ Jobs and careers</li> <li>▪ Dream job and how to get there</li> <li>▪ Goals in different cultures</li> <li>▪ Supporting others (charity)</li> <li>▪ Motivation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Smoking, including vaping</li> <li>▪ Alcohol</li> <li>▪ Alcohol and anti-social behaviour</li> <li>▪ Emergency aid</li> <li>▪ Body image</li> <li>▪ Relationships with food</li> <li>▪ Healthy choices</li> <li>▪ Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>▪ Self-recognition and self-worth</li> <li>▪ Building self-esteem</li> <li>▪ Safer online communities</li> <li>▪ Rights and responsibilities online</li> <li>▪ Online gaming and gambling</li> <li>▪ Reducing screen time</li> <li>▪ Dangers of online grooming</li> <li>▪ SMARRT internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>▪ Self- and body image</li> <li>▪ Influence of online and media on body image</li> <li>▪ Puberty for girls</li> <li>▪ Puberty for boys</li> <li>▪ Conception (including IVF)</li> <li>▪ Growing responsibility</li> <li>▪ Coping with change</li> <li>▪ Preparing for transition</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>▪ Identifying goals for the year</li> <li>▪ Global citizenship</li> <li>▪ Children's universal rights</li> <li>▪ Feeling welcome and valued</li> <li>▪ Choices, consequences and rewards</li> <li>▪ Group dynamics</li> <li>▪ Democracy, having a voice</li> <li>▪ Anti-social behaviour</li> <li>▪ Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>▪ Perceptions of normality</li> <li>▪ Understanding disability</li> <li>▪ Power struggles</li> <li>▪ Understanding bullying</li> <li>▪ Inclusion/exclusion</li> <li>▪ Differences as conflict, difference as celebration</li> <li>▪ Empathy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Personal learning goals, in and out of school</li> <li>▪ Success criteria</li> <li>▪ Emotions in success</li> <li>▪ Making a difference in the world</li> <li>▪ Motivation</li> <li>▪ Recognising achievements</li> <li>▪ Compliments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Taking personal responsibility</li> <li>▪ How substances affect the body</li> <li>▪ Exploitation, including 'county lines' and gang culture</li> <li>▪ Emotional and mental health</li> <li>▪ Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mental health</li> <li>▪ Identifying mental health worries and sources of support</li> <li>▪ Love and loss</li> <li>▪ Managing feelings</li> <li>▪ Power and control</li> <li>▪ Assertiveness</li> <li>▪ Technology safety</li> <li>▪ Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>▪ Self-image Body image</li> <li>▪ Puberty and feelings</li> <li>▪ Conception to birth</li> <li>▪ Reflections about change</li> <li>▪ Physical attraction</li> <li>▪ Respect and consent</li> <li>▪ Boyfriends/girlfriends</li> <li>▪ Sexting</li> <li>▪ Transition</li> </ul>

## Appendix 2: SRE lesson withdrawal form

RSE – Sex Education lessons withdrawal form

### 16. Right to withdraw from sex education:

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education. See below which parts of our programme are sex education:

Sex Education sessions within RSHE  
(parents may withdraw their child from these)

Year 5	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the female reproductive system)
Year 6	Conception to birth	The story of pregnancy and birth (animations used – female and male reproductive system)

### To be completed by parent/carer

Name of child:	Class:
Name of parent/carer:	Date:
Reason for withdrawal:	
Parent/Carer signature:	

Headteacher signature:
Date: