

Winhills Primary Academy



Relationships and Sex Education (RSE) Policy

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Section 1 – The Context of Our Relationships and Sex Education Policy

a) Our Shared Beliefs about RSE

In our school we believe:

- RSE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities, sexual behaviour, sexuality and sexual health. It takes place in many contexts: at home, at school and in the community.
- RSE is an entitlement for all young people. Difference and diversity must be considered when delivering RSE. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to RSE.
- RSE is most effective when provided in the wider context of social and emotional development. In schools, successful RSE is firmly rooted in personal, social and health education (PSHE).
- RSE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making.

b) Entitlements

We, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSE is taught
- Understand their rights and responsibilities in relation to RSE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

c) The Wider Agenda

RSE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our RSE Policy contributes to meeting local and national priorities as described in strategies such as:

- *Every Child Matters*
- *Healthy School Status*
- *Teenage Pregnancy Strategies*
- *Sexual Health Strategies*
- *Children and Young People's Plan*
- *Safeguarding and Child Protection*

Section 2 –Our Relationships and Sex Education Policy

a) Introduction

Our work in RSE is set in the wider context of our school values and ethos:

- *We promote a healthy, safe and caring environment for all pupils and staff.*
- *We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.*
- *We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.*
- *We prepare our pupils to confidently engage with the challenges of adult life.*
- *We provide sufficient information and support to enable our pupils to make safe choices.*
- *Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.*
- *We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.*
- *We create a wider awareness of religious and moral values within a Christian framework and respect for other races, religions and ways of life.*

Other school policies are relevant to our provision of RSE: *Safeguarding and Child Protection, Behaviour, Anti-Bullying, Inclusion, Equality.*

This RSE Policy will be made available to all new staff in their 'Welcome folder' and thereafter on the school website.

This policy is consistent with current national legislation (Education Act 1996 and Learning and Skills Act 2000). It is also consistent with current national guidance 'Sex and Relationship Education Guidance' (DfEE 2000). Our Policy reflects the view of RSE contained within the Schools White Paper 'The Importance of Teaching' (Nov 2010) that children need high quality RSE, so they can make wise and informed choices. Our Policy also reflects recommendations from OfSTED and the Sex Education Forum.

We are engaged in the following areas of work, which support this policy and the delivery of effective RSE: Social and Emotional Aspects of Learning (SEAL) Programme, continuing work within the Primary Personal Development Programme and developing as a health promoting school.

Our RSE policy is the responsibility of the local governing body and has been developed through discussion with staff and governors in the form of a working party. It was discussed and ratified by the school governors on **1st September 2024.**

b) Our Aims for RSE

All adults will work towards achieving these aims for RSE in our school. We seek to enable our children to:

- *develop interpersonal and communication skills*
- *develop positive values and a moral framework that will guide their decisions and behaviour*
- *develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children*
- *appreciate that families are not all the same*
- *respect themselves and others, their views, backgrounds, cultures and experiences*
- *develop loving, caring relationships based on mutual respect*
- *be able to name the parts of the body and understand the process of human reproduction*
- *understand the reasons for and benefits of delaying sexual activity*
- *be prepared for puberty and the emotional and physical effects of body changes*
- *understand the attitudes and skills needed to maintain their sexual health*
- *recognise and avoid exploitative relationships including those which may be online.*
- *value, care for and respect their bodies*
- *access additional advice and support*

c) Delivering Our RSE Curriculum

Our Curriculum for RSE (see Appendix A) describes the elements which will be taught. The Curriculum is wholly consistent with the National Curriculum (2014), DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction in some plants and animals and the spread of viruses) and some parts are based on the non-statutory PSHE guidance.

Appendix B describes the statutory guidance for what must be taught in primary schools published by the Department for Education.

We consider RSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSE.

The objectives of the RSE Curriculum will be taught in:

- PSHE through designated lessons, circle time and focused events
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment activities, especially our assembly programme, visits from the Life Education Centre, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school. Specific Units of Work on RSE are planned into our teaching programme every year as described in our PSHE Topic Map. Naming the external male and female anatomy will be introduced in Year 2. Specific content on Puberty will be introduced in Year 4, taught in further detail in Year 5 and revisited in Year 6.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we will use single-sex groups or small group teaching where this will help us to meet the needs of children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

d) Responsibilities for Curriculum Delivery and Policy Implementation

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.
- The RSE curriculum will primarily be delivered by class teachers.

- Those delivering RSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE Co-ordinator.
- The PSHE Co-ordinator is responsible for reviewing and evaluating RSE at our school. The PSHE Co-ordinator will report to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for RSE' by the PSHE Co-ordinator who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with PSHE advisors, plan INSET to meet staff needs and liaise with visitors who support the RSE curriculum.
- Governors hold responsibility for the RSE Policy and will be assisted in monitoring its implementation by the Head Teacher.

e) Teaching Methodologies

Ground Rules: RSE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information
- Names of individuals who provide pastoral support or who will signpost pupils to the appropriate agencies if further information is required.

Answering Questions: We acknowledge that sensitive and potentially difficult issues will arise in RSE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos, and theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

f) Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSE. In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our

pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding (Equality Act, 2010).

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another
- We will not seek to gain consensus, but will accept and celebrate difference e.g. different families and relationships including same sex partners
- We will encourage respect and discourage abuse and exploitation
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

g) Resources

We will primarily use the unit of work 'Safety and the changing body' from Kapow Primary and the resources recommended within it when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with the Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning that celebrates different relationships and family structures including same sex partnerships
- conform to the legal requirements for RSE.

h) Use of Visitors to Support RSE

We believe that RSE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are CRB checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the Class teacher, taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

i) Confidentiality

i) 1) Safeguarding and Child Protection

We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

i) 2) Sexually Active Pupils

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agency.

j) Staff Training

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSE will be offered opportunities to consult with advisors.

k) Role of Governors

This Policy describes the governors' views on how RSE will be delivered in addition to requirements of the National Curriculum.

It is the responsibility of the local governors to ensure, through consultation, that the RSE Policy reflects the wishes of the parents and the views of our community. It is the responsibility of governors to ensure that the Policy is made available to parents. In order to facilitate this process, the RSE Policy will appear annually on the agenda of a governors' meeting. The Policy will then be made available for parents via our website

l) Pupil Participation

We will involve children in the evaluation and development of their RSE in ways appropriate to their age.

- We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district
- We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities
- We will encourage children to ask questions as they arise by providing anonymous question boxes
- We will ask children to reflect on their learning and set goals for future learning
- We will consult children (e.g. through School Council) about their perception of the strengths of our RSE programme and the areas to be further developed

m) Working with Parents/Carers and our School Community

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up. We recognise that many children would prefer to receive information about RSE from their parents and carers. Therefore we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- a. Informing parents and carers by letter or leaflet of forthcoming RSE topics
- b. Inviting parents to learn more about resources and activities used in RSE
- c. Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed
- d. Informing parents and carers about the RSE programme as their child joins the school through the starting school booklet
- e. Providing supportive information about parents' role in RSE
- f. Inviting parents to discuss their views and concerns about RSE on an informal basis.
- g. Informing parents and carers about recent changes to the RSE policy

Parents and carers have the right to withdraw their children only from all or part of those elements of RSE which are not included in the statutory national curriculum Programmes of Study for Science. They are able to withdraw their children from those elements which fall within the non statutory guidance for PSHE. The school will make alternative arrangements for children whose parents or carers withdraw them.

Any parent or carer who wishes to withdraw their child should, in the first instance, contact the Head Teacher to discuss the matter. Appendix A will be used to guide the discussion to explain clearly which areas of RSE are statutory and which are non-statutory. We will enable parents wishing to withdraw their children from the non-statutory elements of RSE to access the leaflet 'RSE and Parents' (Phone 0845 602 2260 DfES Code 0706/2001 or download from www.education.gov.uk.) Parents or carers will be asked to reconfirm their decision to withdraw each time RSE is planned for their child's class/year group.

n) Monitoring, Evaluating and Reviewing Our RSE Policy

Monitoring and evaluation of the Policy is the responsibility of the governing body. Information will be gathered from the Head Teacher to inform judgements about effectiveness.

We are committed to working towards the delivery of the Entitlements (1b) and the provision of the 'Curriculum for RSE' (4a).

- We will reflect on our contribution to the provision of the Entitlements for RSE and seek to develop this
- We will continue to work in partnership with parents/carers and members of our community to ensure the delivery of high quality RSE for our children

The Policy will be formally reviewed every three years. The next review will take place in 2024.

o) Glossary

Abortion: the expulsion of a foetus from the womb. This may be spontaneous (miscarriage), but is most commonly used to describe a process where expulsion is induced.

AIDS: Acquired Immune Deficiency Syndrome

Community: All people who live, work or in some other way impact on the lives of children in the area in which they live.

Co-ordinator: The lead member of staff in school for a particular area of work.

DfE Department for Education (previously known as DCFS: Department for Children, Families and Schools, DfES: Department for Education and Skills and DfEE Department for Education and Employment)

HIV: Human Immunodeficiency Virus, the virus which causes AIDS

PSHE: Personal, Social and Health Education

School: Any educational establishment

RSE: Relationships and Sex Education

STI: Sexually Transmitted Infection

Visitor: Someone who is not a member of school staff, who contributes to the planned provision of RSE or offers another service, such as giving advice or support. A visitor may be a member of another organisation (e.g. health professional, youth worker) or an individual (e.g. parent with a new baby).

Section 3 – Sensitive Issues

a) Puberty

Primary: We will introduce puberty in Year 4 then teach in further detail about it in Years 5 and 6, in accordance with our Curriculum for RSE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. If a younger child appears to have an advanced physical development, we will consider whether they too should be involved in lessons about puberty. This will always be done in consultation with parents. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We may work with groups of Year 4, Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups.

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discretely, in a helpful way without embarrassment.

b) Contraception

Primary: We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will refer to guidelines for responding to these questions in '6A Answering Children's RSE Questions in the Primary School'. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

We have also decided to address this issue directly in very broad terms as part of the taught RSE Curriculum at Year 6. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this

case, the adult will consult immediately with the designated teacher for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the Confidentiality Policy, to involve the child's parents and, if necessary, other professionals.

c) Abortion

Primary: We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

d) Sexually Transmitted Infections (STI's) and HIV/AIDS

Primary: We will not teach directly about STI's, however elements of our RSE and Science Curricula will prepare the ground for this explicit teaching later e.g. by discussing some issues around HIV/AIDS. We will discuss the different ways any disease might be spread and steps a child might take to reduce this. Some children will be aware of STI's or HIV/AIDS and may ask questions about them in relation to RSE or perhaps drug education. Adults in school will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

e) Sexual Identity and Sexual Orientation

Primary: We understand our responsibility to ensure that RSE meets the needs of all our young people. Whatever their developing sexuality, young people must feel that RSE is relevant to them and sensitive to their needs. We will make all our young people aware that there are different types of families and that loving relationships can occur between a man and a woman, between two women and between two men. We will strive to answer all questions factually, in a general way, seeking to challenge prejudice whenever it occurs. If we encounter examples of homophobic language or attitudes we will challenge these. Incidents of homophobic bullying will be dealt with according to our Anti-Bullying Policy which explicitly refers to homophobic bullying.

Section 4 - Appendices

Appendix A – Winhills RSE Curriculum Map – Kapow

PSHE Curriculum Map Cycle B		
Year 1 / Year 2	Year 3 / Year 4	Year 5 / Year 6
<p>Family and Relationships - 8 lessons Setting ground rules for RSE & PSHE Lessons Family Friendships Other people's feelings Getting along with others Friendship problems Gender stereotypes Change and Loss</p> <p>Health and wellbeing - 7 Lessons Understanding my feelings Steps to success Developing a growth mindset Being active Relaxation: Breathing exercises Healthy diet Looking after teeth</p> <p>Citizenship - 7 lessons Rules Similar, yet different Caring for others: Animals The needs of others Democratic decisions School council Giving my opinion</p> <p>Safety and the changing body - 9 lessons Communicating with adults Road safety Safety at home Safety with medicines What to do if I get lost The internet Appropriate contact My private parts are private Respecting personal boundaries</p> <p>Economic Wellbeing</p>	<p>Family and Relationships - 9 lessons Setting ground rules and signposting Friendship issues and bullying Healthy families Stereotyping: Gender Stereotyping: Age / Disability How my behaviour affects others Effective communication to support relationships Respect and manners Respecting differences</p> <p>Health and Wellbeing - 8 lessons My healthy diary Looking after our teeth Relaxation: visualisation Meaning and purpose: my role Resilience: breaking down problems Emotions Communicating my feelings Mental health</p> <p>Citizenship - 6 lessons Recycling and reusing Local community groups Local council and democracy Diverse communities Rights of the child Charity</p> <p>Safety and the changing body - 10 lessons</p>	<p>Family and Relationships - 8 lessons Setting rules and signposting Friendship skills Respect Resolving conflict Family life Stereotyping Challenging stereotypes Change and Loss</p> <p>Health and Wellbeing - 8 lessons Relaxation: mindfulness What can I be? Taking responsibility for my health The impact of technology on health Resilience toolbox Immunisation Physical health concerns Good and bad habits</p> <p>Citizenship - 6 lessons Pressure groups Valuing diversity Food choices and the environment Caring for others Rights and responsibilities Parliament and national democracy</p> <p>Safety and the changing body - 10 lessons Critical digital consumers Social media First aid: bleeding First aid: basic life support Puberty Physical and emotional changes of puberty Menstruation</p>

<ul style="list-style-type: none"> - 5 lessons <p>Money Needs and wants Saving and spending Banks and building societies Jobs</p> <p>Transition</p> <ul style="list-style-type: none"> - 1 lesson 	<p>Fake emails Internet safety: Age restrictions Consuming information online Tobacco First aid: Asthma Choices and influences First Aid: emergencies and calling for help Introducing puberty Road safety</p> <p>Economic Wellbeing</p> <ul style="list-style-type: none"> - 5 lessons <p>Spending choices Budgeting Money and emotions Jobs and careers Jobs for me</p> <p>Transition</p> <p>1 lesson</p>	<p>Contraception Emotional changes in puberty</p> <p>Economic Wellbeing</p> <ul style="list-style-type: none"> - 5 lessons <p>Attitude to money Keeping money safe Stereotypes in the workplace Gambling Carers</p> <p>Identity</p> <ul style="list-style-type: none"> - 2 lessons <p>What is identity Identity and body image</p> <p>Transition</p> <p>1 lesson</p>
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PSHE Curriculum Map Cycle A		
Year 1 / Year 2	Year 3 / Year 4	Year 5 / Year 6
<p>Family and Relationships</p> <ul style="list-style-type: none"> - 8 lessons <p>Setting ground rules for RSE & PSHE Lessons Family Friendships Other people's feelings Getting along with others Friendship problems Gender stereotypes Change and Loss</p> <p>Health and wellbeing</p> <ul style="list-style-type: none"> - 7 Lessons <p>Understanding my feelings Steps to success Developing a growth mindset Being active Relaxation: Breathing exercises Healthy diet</p>	<p>Family and Relationships</p> <ul style="list-style-type: none"> - 9 lessons <p>Setting ground rules and signposting Friendship issues and bullying Healthy families Stereotyping: Gender Stereotyping: Age / Disability How my behaviour affects others Effective communication to support relationships Respect and manners Respecting differences</p> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> - 8 lessons 	<p>Family and Relationships</p> <ul style="list-style-type: none"> - 8 lessons <p>Setting rules and signposting Friendship skills Respect Resolving conflict Family life Stereotyping Challenging stereotypes Change and Loss</p> <p>Health and Wellbeing</p> <ul style="list-style-type: none"> - 8 lessons <p>Relaxation: mindfulness What can I be? Taking responsibility for my health The impact of technology on health Resilience toolbox</p>

<p>Looking after teeth</p> <p>Citizenship</p> <ul style="list-style-type: none"> - 7 lessons <p>Rules</p> <p>Similar, yet different</p> <p>Caring for others: Animals</p> <p>The needs of others</p> <p>Democratic decisions</p> <p>School council</p> <p>Giving my opinion</p> <p>Safety and the changing body</p> <ul style="list-style-type: none"> - 9 lessons <p>Communicating with adults</p> <p>Road safety</p> <p>Safety at home</p> <p>Safety with medicines</p> <p>What to do if I get lost</p> <p>The internet</p> <p>Appropriate contact</p> <p>My private parts are private</p> <p>Respecting personal boundaries</p> <p>Economic Wellbeing</p> <ul style="list-style-type: none"> - 5 lessons <p>Money</p> <p>Needs and wants</p> <p>Saving and spending</p> <p>Banks and building societies</p> <p>Jobs</p> <p>Transition</p> <ul style="list-style-type: none"> - 1 lesson 	<p>My healthy diary</p> <p>Looking after our teeth</p> <p>Relaxation: visualisation</p> <p>Meaning and purpose:</p> <p>my role</p> <p>Resilience: breaking down problems</p> <p>Emotions</p> <p>Communicating my feelings</p> <p>Mental health</p> <p>Citizenship</p> <ul style="list-style-type: none"> - 6 lessons <p>Recycling and reusing</p> <p>Local community groups</p> <p>Local council and democracy</p> <p>Diverse communities</p> <p>Rights of the child</p> <p>Charity</p> <p>Safety and the changing body</p> <ul style="list-style-type: none"> - 10 lessons <p>Fake emails</p> <p>Internet safety: Age restrictions</p> <p>Consuming information online</p> <p>Tobacco</p> <p>First aid: Asthma</p> <p>Choices and influences</p> <p>First Aid: emergencies and calling for help</p> <p>Introducing puberty</p> <p>Road safety</p> <p>Economic Wellbeing</p> <ul style="list-style-type: none"> - 5 lessons <p>Spending choices</p> <p>Budgeting</p> <p>Money and emotions</p> <p>Jobs and careers</p> <p>Jobs for me</p> <p>Transition</p> <p>1 lesson</p>	<p>Immunisation</p> <p>Physical health concerns</p> <p>Good and bad habits</p> <p>Citizenship</p> <ul style="list-style-type: none"> - 6 lessons <p>Pressure groups</p> <p>Valuing diversity</p> <p>Food choices and the environment</p> <p>Caring for others</p> <p>Rights and responsibilities</p> <p>Parliament and national democracy</p> <p>Safety and the changing body</p> <ul style="list-style-type: none"> - 10 lessons <p>Critical digital consumers</p> <p>Social media</p> <p>First aid: bleeding</p> <p>First aid: basic life support</p> <p>Puberty</p> <p>Physical and emotional changes of puberty</p> <p>Menstruation</p> <p>Contraception</p> <p>Emotional changes in puberty</p> <p>Economic Wellbeing</p> <ul style="list-style-type: none"> - 5 lessons <p>Attitude to money</p> <p>Keeping money safe</p> <p>Stereotypes in the workplace</p> <p>Gambling</p> <p>Carers</p> <p>Identity</p> <ul style="list-style-type: none"> - 2 lessons <p>What is identity</p> <p>Identity and body image</p> <p>Transition</p> <p>1 lesson</p>
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b) Appendix B – Statutory Guidance from the Department for Education

In September 2019, Ofsted introduced a new curriculum which became mandatory for all schools from September 2020. The following requirements are taken from the statutory document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' produced by the Department for Education.

Relationships Education (Primary)

By the end of primary school:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none">• the importance of respecting others, even when they are very different from them (for example, physically, in character personality or backgrounds), or make different choices or have different preferences or beliefs.• practical steps they can take in a range of different contexts to improve or support respectful relationships.• the conventions of courtesy and manners.• the importance of self-respect and how this links to their own happiness.• that in school and in 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.

	<ul style="list-style-type: none"> • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they related to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Sex Education (Primary)

Relationships education is compulsory in all primary schools. Sex education is not compulsory in primary schools.

The content set out this guidance provided by the DfE ('Relationships Education, Relationships and Sex Education (RSE) and Health Education') covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development. The Department for Education (DfE) continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.

Physical health and mental wellbeing: Health Education (Primary)

By the end of primary school:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • 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.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such a weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

