



Beaumont Lodge

PRIMARY SCHOOL

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Relationships, Sex and Health Education (RSHE) Policy

Approved by: Full Governing Body at Beaumont Lodge Primary School

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1. Legislation, Rationale and Ethos

The Relationships and Sex Education and Health Education (England) Regulations 2019, under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools.

The RSHE policy supports/complements the following policies:

- PSHE policy
- Safeguarding Policy
- Anti-Bullying Policy
- Equality Policy and statement
- Acceptable use of IT policy

Documents that inform the school's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education - Statutory safeguarding guidance (2019)
- Children and Social Work Act (2017)
- DFE guidance RSHE 2019

This policy covers our school's approach to teaching Relationship, Sex and Health Education (RSHE). It was produced to meet the needs of our school community through consultation with our school staff, governors, parents and interested stakeholders and is based on policies produced by local city schools.

We define 'relationships and sex education' as learning about physical, moral and emotional development. It is about understanding the importance of family life, stable relationships, respect, love and care and promoting the fundamental value of tolerance. We do not use Relationships and Sex Education as a means of promoting any form of sexual orientation, however, as a school we will ensure we comply with the Equality Act 2010.

We define 'Health education' as learning how to maintain our personal physical and mental health and wellbeing.

We view the partnership of home and school as vital in providing the context to both complement and reinforce what pupils learn at home about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as how to be healthy.

Our school's overarching aims for our pupils are:

- to foster pupil wellbeing and develop the resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.
- to be able to manage their academic, personal and social lives in a positive way
- to demonstrate personal attributes including kindness, integrity, generosity, honesty, respect and tolerance in order to contribute to adult life in British Society

We ensure RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND.). This will be achieved by ensuring that the content and teaching is differentiated to meet the specific needs of pupils at different developmental stages. As with teaching of all subjects, we will ensure that it is sensitive, age and developmentally appropriate and delivered with reference to the law.

In compliance with the Equality Act 2010 we will ensure that RSHE fosters gender equality and LGBTQ+ equality through age appropriate and developmentally appropriate content. It will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. Content will be integrated into programmes of study for RSHE within our PSHE curriculum and will **not** be taught as stand-alone units.

The intended outcomes of our programme are that pupils will:

- Know and understand what constitutes a healthy and respectful relationship including the need for mutual trust and respect. This includes within friendships, family relationships and relationships with other children and adults.
- Understand how their bodies will change over time, as well as how this will affect them physically and emotionally.
- Understand the importance of mental well-being and understand where they can receive support if needed.
- Understand they have a right to personal space and boundaries, showing respect and understand the differences between appropriate and inappropriate physical touch. Recognise and know how to report abuse, including emotional, physical and sexual abuse.
- Understand they have a responsibility to treat each other with kindness, consideration and respect, including when on line and understand the concept of privacy
- Develop the skills of being able to express their emotions and seek help where needed, to build friendship and recognise how this can support mental well being
- Develop the personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and sense of justice, and character traits such as perseverance, working towards long term goals, dealing with setbacks, resilience, respect, resourcefulness, responsibility, reflection and reciprocity.
- Understand how the Equality Act 2010 relates to them as a child and through adult life, to recognise and challenge any form of discrimination.

2. Roles and responsibilities

The RSHE programme will be led by the PSED curriculum team with the support of senior leaders and the governing body.

It will be taught by class teachers and delivered as part of the PSHE curriculum following the Jigsaw scheme of work and through wider opportunities within the school curriculum (including Science).

The aims and intended outcomes of our approach are encompassed within the school visions and values to promote learning.

The RSHE programme will be supported by additional staff in school, appropriate external visitors and developed through advice from professional associations.

Governors

As well as fulfilling their legal obligations, the governing body should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils including those with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Headteacher and PSED Curriculum Team

It is the responsibility of the Head Teacher/PSE Curriculum Team to ensure that

- both staff and parents are informed about our RSHE policy, and that the policy is implemented effectively.
- staff are given sufficient training, so that they can teach about relationship and sex education effectively, and handle any difficult issues with sensitivity.
- they liaise with external agencies regarding the school RSHE programme, and ensure that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- monitoring of this policy takes place on a regular basis, and reports made to governors, when requested, on the effectiveness of the policy.

Teaching Staff

It is the responsibility of teaching staff to:

- Deliver RSHE in a sensitive way and following school agreed planning
- Model positive attitudes to RSHE
- Monitor progress

- Respond to the needs of individual pupils

In order to fulfil their role effectively, teaching staff 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 RSHE
- Contribute their views and ideas in support of the development of RSHE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

External Visitors

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.

School will ensure:

- Validity of the visitor or visiting organisation's credentials.
- Teaching delivered by the visitor fits with the planned programme and published policy.
- Discussion occurs in relation to the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Review the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and understanding.

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 RSHE is taught
- Understand their rights and responsibilities in relation to the RSHE 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.

3. Curriculum Design

Our RSHE programme is an integral part of our whole school PSHE.

High quality relationships and sex education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach RSHE on the understanding that:

- it is taught in the context of family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect, both in person and online;
- it makes a significant contribution to our duty to safeguard and protect all children;
- it plays a key role in improving health outcomes for children and young people such as reducing teenage pregnancy and risk taking behaviour, including online behaviour

We teach about relationships and sex through different aspects of the curriculum. While we carry out the main RSHE in our PSHE curriculum, we also cover some RSHE through the statutory science curriculum and other subject areas, such as PE and ICT. We believe all these contribute significantly to children's knowledge and understanding of positive relationships, their own bodies, and how they are changing and developing.

Our RSHE and PSHE education provision will cover:

Relationships	Health and mental well being	Living in the Wider World (PSHE)
Families and people who care for me Caring friendship Respectful friendships Online Relationships Being Safe	Mental Well-being Internet Safety and Harm Physical health and fitness Healthy Eating Drug, alcohol and tobacco Health and prevention Basic First Aid Changing Adolescent Body	Economic Well-being Enterprise Careers

The overriding concepts explored through the curriculum are:

- **Identity:**
their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online
- **Relationships:**
including different types and in different settings, including online
- **A healthy balanced lifestyle:**
including physically, emotionally and socially; within relationships, work-life, exercise and rest, spending and saving and lifestyle choices
- **Risk and safety:**
identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others; behaviour and strategies to employ in different settings, including online in an increasingly connected world
- **Diversity and equality:**
in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010
- **Rights, responsibilities and consent:**
including the notion of universal human rights; fairness and justice in different contexts
- **Change and resilience:**
as something to be managed; the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance
- **Power:**
how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes
- **Career:**
including enterprise, employability and economic understanding

We understand the importance of ensuring that all children in our school receive their entitlement to RSHE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and

delivering RSHE.

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.

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

- We will accept and celebrate difference.
- 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 RSHE 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 support staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

Our RSHE programme will be taught through a range of teaching methods and interactive activities, including use of drama techniques, scenario script writing, videoing, animating, range of presentation styles, debate, discussions, investigating and analysing information, blogs, podcast, journaling/diary writing.

Lessons will be differentiated by all staff or visitors delivering sessions to ensure that the individual needs of children are met.

Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context. High quality resources will support our RSHE provision and will be regularly reviewed. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our Curriculum for RSHE
- 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
- conform to the legal requirements for RSHE.

Learning about relationships and sex education in PSHE education lessons will link to/complement learning in Science, Religious Education, Health Education, including mental health education.

Pupils will be encouraged to reflect on their own learning and progress, either through self-evaluation tools or through discussion. This will be integral within the approach to the assessment of RSHE. We recognise that it is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values, however, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Assessing learning must therefore use a combination of teacher assessment and pupil self- and peer assessment.



1. Baseline assessment

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

2. Assessment for Learning (AfL)

Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. Assessment of Learning (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

Model taken from PSHE Association Primary Toolkit 2017

The learning we wish to assess will relate to the pupils' attributes and skills (such as resilience, negotiation, self-awareness, risk management and interpersonal skills), as well as the knowledge and understanding related to the context (for example bullying, consent, mental and emotional health).

Our half termly units of work are designed to build upon learning from the previous year. The units of work are: Being me in my world, Celebrating difference, Dreams and goals, Healthy me, Relationships, and Changing me. An overview of the learning in each year group can be found on the school website and in Appendix 1 attached. This curriculum may change over time but stakeholders will be informed of any changes.

Staff Training

Teaching RSHE 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 RSHE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSHE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSHE will be offered opportunities to consult with advisors.

4. Safe and effective practice

We will ensure a safe learning environment through ensuring RSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected.

Teachers and pupils will agree ground rules at the beginning of any RSHE 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.

In order to protect children's privacy, we will employ teaching and learning strategies known as distancing techniques which will 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.

We acknowledge that sensitive and potentially difficult issues will arise in RSHE 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 RSHE. 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, where appropriate in consultation with a child's parent. 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 PSED team.

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.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to relationship and health education. In particular, members of the local health authority, such as the school nurse and other health professionals, and our local community police officer, can give us valuable support with our RSHE programme. 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 DBS 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 PSED team/Class teacher, taking account of the age and needs of the group and the context of the work within the RSHE programme.
- Visitors will be reminded that, whilst contributing to RSHE 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 PSED team/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

Pupils will be able to raise questions anonymously by utilising question boxes in class.

All staff teaching RSHE will be supported by advice from the professional body, PSHE Association and through planned CPD. Teachers will seek advice from the PSED team or a senior leader in school if they have any questions relating to curriculum content or the delivery within lessons.

5. Safeguarding

Our RSHE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding/Child Protection policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in *Keeping Children Safe in Education*. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring

relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Where a concern or disclosure is raised teachers or other adults working with the child will consult with the designated safeguarding lead and in her absence one of the deputy safeguarding leads. Staff will respond in a similar way if a child indicates that they may have been a victim of any other type of abuse, including FGM. Staff should be familiar with the specific procedures relating to the reporting of FGM (see our Child Protection Policy). The Designated Safeguarding Lead will then deal with the matter in consultation with other social, health and education professionals, in accordance with statutory safeguarding procedures. following protocols identified in the school safeguarding policy.

Visitors/external agencies which support the delivery of RSHE will be required to inform the designated safeguarding lead or a deputy in accordance with the school policy.

The protocol for inviting visitors into lessons:

- Prior to the commencement of any visit, visitors will be given a copy of the school's safeguarding policy and protocol for reporting disclosures
- All visitors will be given a copy of the RSHE policy

6. Engaging Stakeholders

The school acknowledges that the primary role in children's RSHE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation.

Parents will be informed about the policy through consultation, information meetings and through written correspondence.

The policy will be available to parents through the school website.

We are committed to working with parents and carers to enable them to be confident in answering their children's questions through signposting via targeted support in school or through the school website, to other resources to support them at home.

We will work closely with parents to ensure that they are fully aware of what is being taught. As part of our whole school approach to RSHE, There will be opportunities for parents to view the materials and resources used.

Each year this will be repeated to ensure all new parents are fully aware of the school curriculum.

We will notify parents when Relationships, Sex and Health Education will be taught, by written communication and through the sharing of our curriculum coverage plans.

From September 2020 Parents/carers do not have the right to withdraw their children from relationship or health content.

We acknowledge that parents have the right to withdraw their children from all or part of the sex education taught in the school except for those parts included in the statutory National Curriculum: all children are expected to learn the content of the national science curriculum (see Appendix 2). Parents are encouraged to establish exactly what is covered in the lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.

If a parent wishes their child to be withdrawn from any part of our sex education lessons, this should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

If a child is withdrawn from sex education, we will arrange for the child to be educated in another class where they are not participating in the lesson and provide support by giving the parent access to the materials.

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

It is the responsibility of the governors to ensure, through consultation, that the RSHE Policy reflects consideration of the views of parents 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 RSHE Policy will appear annually on the agenda of a governors' meeting. The Policy will be made available for parents/carers on the school website and a link governor with responsibility for safeguarding (to include RSHE) will be nominated.

Pupil voice will be used to review and tailor our RSHE programme to match the different needs of pupils.

7. Monitoring, Reporting & Evaluation

Teachers will critically reflect on their work in delivering RSHE through the evaluation of lessons, discussion with senior leaders and through monitoring activities led by the PSED curriculum team.

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

- We will refer to local/countywide/national data
- 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 or pupil interviews) about their perception of the strengths of our RSHE programme and the areas to be further developed.

The governing body are responsible for monitoring the delivery of our RSHE policy. Governors give due consideration to any comments from parents about the RSHE programme, and require the Head Teacher to keep a written record of parents' comments.

8. RSHE Policy Review date

This policy will be reviewed in May 2023.

It will be reviewed by the PSED team, senior leaders and representatives from the governing body.

This will ensure that it is in line with current Department for Education advice and guidance September 2021 (or when new guidance is released).

Appendix 1 RSHE Learning Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting

Age Group	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals
Ages 8-9	- Being part of a class team - Being a school citizen - Rights, responsibilities and democracy (school council) - Rewards and consequences - Group decision-making - Having a voice - What motivates behaviour	- Challenging assumptions - Judging by appearance - Accepting self and others - Understanding influences - Understanding bullying - Problem-solving - Identifying how special and unique everyone is - First impressions	- Hopes and dreams - Overcoming disappointment - Creating new, realistic dreams - Achieving goals - Working in a group - Celebrating contributions - Resilience - Positive attitudes
Ages 9-10	- Planning the forthcoming year - Being a citizen - Rights and responsibilities - Rewards and consequences - How behaviour affects groups - Democracy, having a voice, participating	- Cultural differences and how they can cause conflict - Racism - Rumours and name-calling - Types of bullying - Material wealth and happiness - Enjoying and respecting other cultures	- Future dreams - The importance of money - Jobs and careers - Dream job and how to get there - Goals in different cultures - Supporting others (charity) - Motivation
Ages 10-11	- Identifying goals for the year - Global citizenship - Children's universal rights - Feeling welcome and valued - Choices, consequences and rewards - Group dynamics - Democracy, having a voice - Anti-social behaviour - Role-modelling	- Perceptions of normality - Understanding disability - Power struggles - Understanding bullying - Inclusion/exclusion - Differences as conflict, difference as celebration - Empathy	- Personal learning goals, in and out of school - Success criteria - Emotions in success - Making a difference in the world - Motivation - Recognising achievements - Compliments

Age Group	Healthy Me	Relationships	Changing Me
Ages 8-9	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Appendix 2 RSHE Elements of the National Science Curriculum

Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Notes and guidance

They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

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

Notes and guidance

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Pupils should draw a timeline to indicate stages in the growth and development of

humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6 pupils should be taught to:

recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Notes and guidance

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. Note: At this stage, pupils are not expected to understand how genes and chromosomes work.

'The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'

Department for Education, September 2013

Appendix 3: Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	