



**Hornsea Burton and Skipsea Primary Schools**

# **Relationships, Sex and Health Education Policy**

**September 2023**

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# A special place to learn and succeed

The Schools within the Hornsea Burton and Skipsea federation aim to:

- Provide a high quality of education ensuring that all learners have equality of opportunity and personal growth.
- Encourage everyone to achieve in a happy, safe, secure and caring environment.
- Equip the school community with a passion for learning to enable them to become independent, resilient learners who strive to reach their full potential in life.
- Promote respect for all, self-esteem and emotional well-being, to enable achievement of high standards of behaviour and positive attitudes.
- Celebrate differences and diversity and equip learners with the core values so that they positively participate in and contribute to life in Modern Britain and the global world.

## Statement of intent

At Hornsea Burton and Skipsea Primary Federation, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. State-funded primary schools are also required to teach health education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

### **1. Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy

- Behavioural Policy
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- Equality, Equity, Diversity and Inclusion Policy
- Peer-on-peer Abuse Policy
- Pupil Confidentiality Policy
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Online Safety Policy
- Visitor Policy

## **2. Roles and responsibilities**

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The headteacher is responsible for:

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

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

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.

- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

Class teachers are responsible for:

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

The SENCO is responsible for:

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

### **3. Organisation of the curriculum**

Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

For the purpose of this policy:

- "Relationships and sex education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- "Health education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- "**Sex education**" is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' [guidance](#).

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Focus groups
- Training sessions
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the headteacher.
- Emailing [nameofschool@theschool.com](mailto:nameofschool@theschool.com).
- Submitting written feedback into the suggestions box in the school office.

#### **4. Consultation with parents**

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum. [This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to relationships, sex and health education.](#)

[The school will consult closely with parents when reviewing the content of the school's relationships, sex and health education curriculum, and will be given regular opportunities to voice their opinions and concerns. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make.](#)

Parents are provided with the following information:

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

The school will work closely with parents in reviewing the sex education curriculum, and will inform them **annually** with regards to what is covered.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

## **5. Relationships education overview**

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

By the end of primary school, pupils will know:

- That families are important for them 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**

By the end of primary school, pupils will know:

- 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, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.

- How to manage different situations and how to seek help from others if needed.

### **Respectful relationships**

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which 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 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.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

### **Being safe**

By the end of primary school, pupils will know:

- 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.
- That it is not always right to keep secrets if they relate 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, including online, who 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 and 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 seek advice, for example, from their family, their school and other sources.

## 6. Relationships education per year group

The school is free to determine, within the statutory curriculum content outlined in [section 5](#), what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. A progressive curriculum is planned, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

**Our curriculum teaching about relationships is in Summer 1:**

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 3-5</b>	<ul style="list-style-type: none"> <li>• Know what a family is</li> <li>• Know that different people in a family have different responsibilities (jobs)</li> <li>• Know some of the characteristics of healthy and safe friendship</li> <li>• Know that friends sometimes fall out</li> <li>• Know some ways to mend a friendship</li> <li>• Know that unkind words can never be taken back and they can hurt</li> <li>• Know how to use Jigsaw's Calm Me to help when feeling angry</li> <li>• Know some reasons why others get angry</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify what jobs they do in their family and those carried out by parents/carers and siblings</li> <li>• Can suggest ways to make a friend or help someone who is lonely</li> <li>• Can use different ways to mend a friendship</li> <li>• Can recognise what being angry feels like</li> <li>• Can use Calm Me when angry or upset</li> </ul>	<ul style="list-style-type: none"> <li>• Who is in your family?</li> <li>• What jobs do mummy / daddy do around the house?</li> <li>• Who are your friends? How do they make you feel?</li> <li>• What do you do if your friend makes you upset?</li> <li>• Can you tell me about a time when you felt angry – what happened to stop you from feeling angry?</li> <li>• How does Jigsaw Jenie or Jigsaw Jerrie Cat help you stay calm?</li> </ul>
<p>Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry.</p>			
<p><b>Key Vocabulary</b> Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.</p>			

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 5-6</b>	<ul style="list-style-type: none"> <li>• Know that everyone's family is different</li> <li>• Know that there are lots of different types of families</li> <li>• Know that families are founded on belonging, love and care</li> <li>• Know how to make a friend</li> <li>• Know the characteristics of healthy and safe friends</li> <li>• Know that physical contact can be used as a greeting</li> <li>• Know about the different people in the school community and how they help</li> <li>• Know who to ask for help in the school community</li> </ul>	<ul style="list-style-type: none"> <li>• Can express how it feels to be part of a family and to care for family members</li> <li>• Can say what being a good friend means</li> <li>• Can show skills of friendship</li> <li>• Can identify forms of physical contact they prefer</li> <li>• Can say no when they receive a touch they don't like</li> <li>• Can praise themselves and others</li> <li>• Can recognise some of their personal qualities</li> <li>• Can say why they appreciate a special relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Who is in our family? Do any of your friends have a family that is different?</li> <li>• What does 'being a good friend' mean?</li> <li>• Who are you good friends?</li> <li>• Who do you / don't you hug?</li> <li>• Who can you ask for help at school? (In the class, in the playground, in the hall)</li> <li>• Can we share a Calm Me time together?</li> <li>• Can we share what we both like best about our family, and what we are grateful for?</li> </ul>
<p>Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.</p>			
<p><b>Key Vocabulary</b> Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.</p>			

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 6-7</b>	<ul style="list-style-type: none"> <li>Know that everyone's family is different</li> <li>Know that families function well when there is trust, respect, care, love and co-operation</li> <li>Know that there are lots of forms of physical contact within a family</li> <li>Know how to stay stop if someone is hurting them</li> <li>Know some reasons why friends have conflicts</li> <li>Know that friendships have ups and downs and sometimes change with time</li> <li>Know how to use the Mending Friendships or Solve-it-together problem-solving methods</li> <li>Know there are good secrets and worry secrets and why it is important to share worry secrets</li> <li>Know what trust is</li> </ul>	<ul style="list-style-type: none"> <li>Can identify the different roles and responsibilities in their family</li> <li>Can recognise the value that families can bring</li> <li>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</li> <li>Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict</li> <li>Can identify the negative feelings associated with keeping a worry secret</li> <li>Can identify the feelings associated with trust</li> <li>Can identify who they trust in their own relationships</li> <li>Can give and receive compliments</li> <li>Can say who they would go to for help if they were worried or scared</li> </ul>	<ul style="list-style-type: none"> <li>What's the same / different from our family to your friend's family?</li> <li>What would you do if someone was hurting you at school?</li> <li>Who would you go to for help at school?</li> <li>Why do people fall out with each other?</li> <li>What can you do if you don't agree with your friend?</li> <li>What can you do if you and your friend have had an argument?</li> <li>Can we share what we are grateful for in our family?</li> <li>How does Jigsaw Jo help in your Jigsaw lessons?</li> <li>Can you explain to me what 'Mending Friendships' is about?</li> </ul>
<p>Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also discuss people who can help them if they are worried or scared.</p>			
<p><b>Key Vocabulary</b>  Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate.</p>			

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 7-8</b>	<ul style="list-style-type: none"> <li>Know that different family members carry out different roles or have different responsibilities within the family</li> <li>Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc</li> <li>Know some of the skills of friendship, e.g. taking turns, being a good listener</li> <li>Know some strategies for keeping themselves safe online</li> <li>Know how some of the actions and work of people around the world help and influence my life</li> <li>Know that they and all children have rights (UNCRC)</li> <li>Know the lives of children around the world can be different from their own</li> </ul>	<ul style="list-style-type: none"> <li>Can identify the responsibilities they have within their family</li> <li>Can use Solve-it-together in a conflict scenario and find a win-win outcome</li> <li>Know how to access help if they are concerned about anything on social media or the internet</li> <li>Can empathise with people from other countries who may not have a fair job/ less fortunate</li> <li>Understand that they are connected to the global community in many different ways</li> <li>Can identify similarities in children's rights around the world</li> <li>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</li> </ul>	<ul style="list-style-type: none"> <li>What jobs do I / mummy / daddy do around the house?</li> <li>What makes a good friend?</li> <li>Can you tell me about a time when you were really good at sharing / taking turns / listening?</li> <li>How can you stay safe online? What should our rules be?</li> <li>What would you do if you saw or heard something online that made you feel worried?</li> <li>What rights do children have?</li> <li>How could we use the Solve-it-together technique at home?</li> </ul>
<p>In this Puzzle children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and cooperation. Children are reminded about the solve-it-together technique for negotiating conflict situations and the concept of a win-win outcome is introduced.</p> <p>Online relationships through gaming and Apps is explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many ways e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited.</p>			
<p><b>Key Vocabulary</b>  Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate.</p>			

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Know some reasons why people feel jealousy</li> <li>Know that jealousy can be damaging to relationships</li> <li>Know that loss is a normal part of relationships</li> <li>Know that negative feelings are a normal part of loss</li> <li>Know that memories can support us when we lose a special person or animal</li> <li>Know that change is a natural part of relationships/ friendship</li> <li>Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</li> </ul>	<ul style="list-style-type: none"> <li>Can identify feelings and emotions that accompany jealousy</li> <li>Can suggest positive strategies for managing jealousy</li> <li>Can identify people who are special to them and express why</li> <li>Can identify the feelings and emotions that accompany loss</li> <li>Can suggest strategies for managing loss</li> <li>Can tell you about someone they no longer see</li> <li>Can suggest ways to manage relationship changes including how to negotiate</li> </ul>	<ul style="list-style-type: none"> <li>Can you tell me about a time when you felt jealous? Did it affect how you behaved?</li> <li>Can we tell each other about the people we love?</li> <li>Do you miss seeing anyone?</li> <li>Who could we make a memory box for?</li> <li>Have you ever fallen out with any of your friends? What happened? How did you resolve it?</li> <li>Do you have any friends that you fall out with a lot?</li> <li>How does Jigsaw Jaz help you learn about friendships?</li> <li>Does Calm Me time help you stay calm?</li> </ul>
<p>Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.</p>			
<p><b>Key Vocabulary</b>  Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.</p>			

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Know that a personality is made up of many different characteristics, qualities and attributes</li> <li>Know that belonging to an online community can have positive and negative consequences</li> <li>Know that there are rights and responsibilities in an online community or social network</li> <li>Know that there are rights and responsibilities when playing a game online</li> <li>Know that too much screen time isn't healthy</li> <li>Know how to stay safe when using technology to communicate with friends</li> </ul>	<ul style="list-style-type: none"> <li>Can suggest strategies for building self-esteem of themselves and others</li> <li>Can identify when an online community / social media group feels risky, uncomfortable, or unsafe</li> <li>Can suggest strategies for staying safe online/ social media</li> <li>Can say how to report unsafe online / social network activity</li> <li>Can identify when an online game is safe or unsafe</li> <li>Can suggest ways to monitor and reduce screen time</li> <li>Can suggest strategies for managing unhelpful pressures online or in social networks</li> </ul>	<ul style="list-style-type: none"> <li>What online games do you like to play? Who do you play them with?</li> <li>Do you ever talk to people you don't know online?</li> <li>How do you know if people you talk to online are really who they say they are?</li> <li>What would you do if you saw or heard something online that made you feel uncomfortable?</li> <li>How much screen time do you think you should have every day?</li> <li>How shall we spend some special family time?</li> </ul>
<p>Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as off-line, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/ social media contexts including gaming and social networking. They learn about age -limits and also age-appropriateness. Within these lessons, children are taught the SMARTT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.</p>			
<p><b>Key Vocabulary</b>            Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARTT rules.</p>			

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Know that it is important to take care of their own mental health</li> <li>Know ways that they can take care of their own mental health</li> <li>Know the stages of grief and that there are different types of loss that cause people to grieve</li> <li>Know that sometimes people can try to gain power or control them</li> <li>Know some of the dangers of being 'online'</li> <li>Know how to use technology safely and positively to communicate with their friends and family</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</li> <li>Can help themselves and others when worried about a mental health problem</li> <li>Recognise when they are feeling grief and have strategies to manage them</li> <li>Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</li> <li>Can resist pressure to do something online that might hurt themselves or others</li> <li>Can take responsibility for their own safety and well-being</li> </ul>	<ul style="list-style-type: none"> <li>What is mindfulness?</li> <li>What tips can you give me for taking care of my own mental health?</li> <li>What is the grief cycle? Do you have any tips for dealing with grief?</li> <li>Who do you talk to online? What would you do if they said something that you didn't like?</li> <li>How do you know if a website is genuine?</li> </ul>
<p>In this Puzzle the class look at mental health and how to take care of their own mental well-being. They talk about the grief cycle and its various stages, they also discuss the different causes of grief and loss. The children talk about people who can try to control them or have power over them. They look at online safety, learning how to judge if something is safe and helpful as well as talking about communicating with friends and family in a positive and safe way.</p>			
<p><b>Key Vocabulary</b>            Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real / fake, True / untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety.</p>			

## 7. Health education overview

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

### **Mental wellbeing**

By the end of primary school pupils will know:

- 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 and nervousness.
- The scale of emotions that humans experience in response 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 are appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and 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.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- 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), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms**

By the end of primary school, pupils will know:

- 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.
- 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.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming 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, inclusive of 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**

By the end of primary school, pupils will know:

- 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 by 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**

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on health.

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

By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and prevention**

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to 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 and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

### **Basic first aid**

By the end of primary school, pupils will know:

- 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**

By the end of primary school, pupils will know:

- 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 and key facts relating to the menstrual cycle.



HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 3-5</b>	<ul style="list-style-type: none"> <li>Know the names for some parts of their body</li> <li>Know what the word 'healthy' means</li> <li>Know some things that they need to do to keep healthy</li> <li>Know that they need to exercise to keep healthy</li> <li>Know how to help themselves go to sleep and that sleep is good for them</li> <li>Know when and how to wash their hands properly</li> <li>Know what to do if they get lost</li> <li>Know how to say No to strangers</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how exercise makes them feel</li> <li>Recognise how different foods can make them feel</li> <li>Can explain what they need to do to stay healthy</li> <li>Can give examples of healthy food</li> <li>Can explain how they might feel if they don't get enough sleep</li> <li>Can explain what to do if a stranger approaches them</li> </ul>	<ul style="list-style-type: none"> <li>Can you tell me which parts of the body you know the names for</li> <li>What do we need to do to be healthy?</li> <li>What food do we eat that is healthy?</li> <li>What can you do to help yourself get to sleep?</li> <li>What would you do if a stranger approached you? (discuss a few different locations, park, shop etc)</li> <li>How does Jigsaw Jenie help you at school?</li> <li>Shall we share a Calm Me time</li> </ul>
<p>In this Puzzle children learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss stranger danger and what they should do if approached by someone they don't know.</p>			
<p><b>Key Vocabulary</b> Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.</p>			

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 5-6</b>	<ul style="list-style-type: none"> <li>Know the difference between being healthy and unhealthy</li> <li>Know some ways to keep healthy</li> <li>Know how to make healthy lifestyle choices</li> <li>Know how to keep themselves clean and healthy</li> <li>Know that germs cause disease / illness</li> <li>Know that all household products, including medicines, can be harmful if not used properly</li> <li>Know that medicines can help them if they feel poorly</li> <li>Know how to keep safe when crossing the road</li> <li>Know about people who can keep them safe</li> </ul>	<ul style="list-style-type: none"> <li>Feel good about themselves when they make healthy choices</li> <li>Realise that they are special</li> <li>Keep themselves safe</li> <li>Recognise ways to look after themselves if they feel poorly</li> <li>Recognise when they feel frightened and know how to ask for help</li> <li>Recognise how being healthy helps them to feel happy</li> </ul>	<ul style="list-style-type: none"> <li>Can you give me an example of a healthy / unhealthy choice?</li> <li>How do you feel when you make a healthy choice?</li> <li>Can you tell me something that is special about you?</li> <li>Can I tell you something I think is special about you?</li> <li>What can you do when you feel poorly?</li> <li>Can you talk about a time when you felt frightened?</li> <li>Who can you ask for help when you feel frightened?</li> <li>How does Jigsaw Jerrie Cat help you to pause in lessons?</li> </ul>
<p>In this Puzzle the class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe.</p>			
<p><b>Key Vocabulary</b> Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.</p>			

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 6-7</b>	<ul style="list-style-type: none"> <li>Know what their body needs to stay healthy</li> <li>Know what relaxed means</li> <li>Know what makes them feel relaxed / stressed</li> <li>Know how medicines work in their bodies</li> <li>Know that it is important to use medicines safely</li> <li>Know how to make some healthy snacks</li> <li>Know why healthy snacks are good for their bodies</li> <li>Know which foods give their bodies energy</li> </ul>	<ul style="list-style-type: none"> <li>Desire to make healthy lifestyle choices</li> <li>Identify when a feeling is weak and when a feeling is strong</li> <li>Feel positive about caring for their bodies and keeping it healthy</li> <li>Have a healthy relationship with food</li> <li>Express how it feels to share healthy food with their friends</li> </ul>	<ul style="list-style-type: none"> <li>What does your body need to stay healthy?</li> <li>What does relaxed mean?</li> <li>What makes you feel relaxed / stressed?</li> <li>What types of medicine have I given you? What are they for?</li> <li>What healthy snack shall we make and eat together?</li> <li>What snacks could you eat before exercise?</li> <li>How can Calm Me time help you stay healthy?</li> </ul>
<p>In this Puzzle the class learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children talk about things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.</p>			
<p><b>Key Vocabulary</b> Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.</p>			

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 7-8</b>	<ul style="list-style-type: none"> <li>Know how exercise affects their bodies</li> <li>Know why their hearts and lungs are such important organs</li> <li>Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</li> <li>Know that there are different types of drugs</li> <li>Know that there are things, places and people that can be dangerous</li> <li>Know a range of strategies to keep themselves safe</li> <li>Know when something feels safe or unsafe</li> <li>Know that their bodies are complex and need taking care of</li> </ul>	<ul style="list-style-type: none"> <li>Able to set themselves a fitness challenge</li> <li>Recognise what it feels like to make a healthy choice</li> <li>Identify how they feel about drugs</li> <li>Can express how being anxious or scared feels</li> <li>Can take responsibility for keeping themselves and others safe</li> <li>Respect their own bodies and appreciate what they do</li> </ul>	<ul style="list-style-type: none"> <li>How does exercise affect your body?</li> <li>What do your heart and lungs do?</li> <li>What drugs do you know about? How do you feel about drugs?</li> <li>Tell me about some things / places / people that you think might be dangerous. How can you keep yourself safe from these?</li> <li>Can you tell me about a time when you felt unsafe?</li> <li>Can we talk about how we keep each other safe in our family?</li> <li>Can we share a Calm me time to feel peaceful together?</li> <li>Shall we try an exercise session together?</li> </ul>
<p>In this Puzzle the class talk about the importance of exercise and how it helps your body to stay healthy. They also talk about their heart and lungs, discuss what they do and that they are very important. The children talk about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The class talk about different types of drugs, the ones you take to make you better as well as other drugs. The children think about things, places and people that are dangerous and link this to strategies for keeping themselves safe.</p>			
<p><b>Key Vocabulary</b> Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.</p>			

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Know how different friendship groups are formed and how they fit into them</li> <li>Know which friends they value most</li> <li>Know that there are leaders and followers in groups</li> <li>Know that they can take on different roles according to the situation</li> <li>Know the facts about smoking and its effects on health</li> <li>Know some of the reasons some people start to smoke</li> <li>Know the facts about alcohol and its effects on health, particularly the liver</li> <li>Know some of the reasons some people drink alcohol</li> <li>Know ways to resist when people are putting pressure on them</li> <li>Know what they think is right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>Can identify the feelings that they have about their friends and different friendship groups</li> <li>Recognise how different people and groups they interact with impact on them</li> <li>Identify which people they most want to be friends with</li> <li>Recognise negative feelings in peer pressure situations</li> <li>Can identify the feelings of anxiety and fear associated with peer pressure</li> <li>Can tap into their inner strength and know-how to be assertive</li> </ul>	<ul style="list-style-type: none"> <li>Who are your friends? How do they make you feel?</li> <li>Which groups do you spend time with? How do you feel when you are with the different groups?</li> <li>Can you tell me about a time when you were the leader / follower in the group?</li> <li>How can smoking affect people's health?</li> <li>How can drinking affect people's health?</li> <li>What can you do if a group of children are trying to convince you to do something you don't want to do or know you shouldn't do?</li> <li>How can you build your inner strength?</li> <li>Does Calm me time help you feel stronger inside?</li> </ul>
<p>In this Puzzle the class look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. The children are asked to reflect on their friendships, how different people make them feel and which friends they value the most. The class also look at smoking and its effects on health, they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they talk about peer pressure and how to deal with it.</p>			
<p><b>Key Vocabulary</b>  Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.</p>			

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Know the health risks of smoking</li> <li>Know how smoking tobacco affects the lungs, liver and heart</li> <li>Know some of the risks linked to misusing alcohol, including antisocial behaviour</li> <li>Know basic emergency procedures including the recovery position</li> <li>Know how to get help in emergency situations</li> <li>Know that the media, social media and celebrity culture promotes certain body types</li> <li>Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure</li> <li>Know what makes a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Can make informed decisions about whether or not they choose to smoke when they are older</li> <li>Can make informed decisions about whether they choose to drink alcohol when they are older</li> <li>Recognise strategies for resisting pressure</li> <li>Can identify ways to keep themselves calm in an emergency</li> <li>Can reflect on their own body image and know how important it is that this is positive</li> <li>Accept and respect themselves for who they are</li> <li>Respect and value their own bodies</li> <li>Be motivated to keep themselves healthy and happy</li> </ul>	<ul style="list-style-type: none"> <li>What are the risks of smoking / misusing alcohol?</li> <li>What emergency procedures have you learnt?</li> <li>How do you contact the police / ambulance service / fire department?</li> <li>Why do some people have eating problems?</li> <li>Can you tell me about a time when someone tried to make you do something you didn't want to?</li> <li>What can you do if a group of children are trying to convince you to do something you don't want to do or know you shouldn't do?</li> <li>What do you enjoy about how we try to keep healthy in our family?</li> <li>Are there ways we could be healthier?</li> <li>Does Calm Me time help you to stay calm?</li> </ul>
<p>In this Puzzle the class look at the risks linked to smoking and how this affects the lungs, liver and heart. They do the same with the risks associated with alcohol misuse. They are taught a range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children look at how body types are portrayed in the media, social media and celebrity culture. They also talk about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.</p>			
<p><b>Key Vocabulary</b>  Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.</p>			

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Know how to take responsibility for their own health</li> <li>Know how to make choices that benefit their own health and well-being</li> <li>Know about different types of drugs and their uses</li> <li>Know how these different types of drugs can affect people's bodies, especially their liver and heart</li> <li>Know that some people can be exploited and made to do things that are against the law</li> <li>Know why some people join gangs and the risk that this can involve</li> <li>Know what it means to be emotionally well</li> <li>Know that stress can be triggered by a range of things</li> <li>Know that being stressed can cause drug and alcohol misuse</li> </ul>	<ul style="list-style-type: none"> <li>Are motivated to care for their own physical and emotional health</li> <li>Are motivated to find ways to be happy and cope with life's situations without using drugs</li> <li>Identify ways that someone who is being exploited could help themselves</li> <li>Suggest strategies someone could use to avoid being pressured</li> <li>Recognise that people have different attitudes towards mental health / illness</li> <li>Can use different strategies to manage stress and pressure</li> </ul>	<ul style="list-style-type: none"> <li>What can you do to keep yourself physically / mentally well?</li> <li>What types of drugs do you know about?</li> <li>What makes you feel stressed?</li> <li>What helps you when you feel stressed?</li> <li>Can we share a Calm me time together?</li> <li>Does Calm Me time help you stay calm and manage stress?</li> <li>Can you recognise when anyone in our family is stressed?</li> <li>What can you do if someone is putting pressure on you?</li> <li>Does Jigsaw Jerrie Cat factor in your lessons?</li> </ul>
<p>In this Puzzle the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They talk about different types of drugs and the effects these can have on people's bodies. The class discuss exploitation as well as gang culture and the associated risks. They also talk about mental health / illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.</p>			
<p><b>Key Vocabulary</b>  Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure.</p>			

## **8. Sex education**

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

At our school, we teach pupils sex education beyond what is required of the science curriculum. The age and development of pupils is always considered when delivering sex education.

The ‘Changing Me’ unit is taught over a period of 6 weeks in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage. Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home, and the question will not be answered to the child or class if it is outside the remit of that year group’s programme.

## **9. Sex education per year group**

<b>Foundation</b>	Growing up: how we have changed since we were babies
<b>Year 1</b>	Boys’ and girls’ bodies; naming body parts
<b>Year 2</b>	Boys’ and girls’ bodies; body parts and respecting privacy (which parts of the body are private and why this is)
<b>Year 3</b>	How babies grow and how boys’ and girls’ bodies change as they grow older
<b>Year 4</b>	Internal and external reproductive body parts, body changes in girls and menstruation
<b>Year 5</b>	Puberty for boys and girls, and conception
<b>Year 6</b>	Puberty for boys and girls and understanding conception to birth of a baby

All lessons are taught using simple, child-friendly language and pictures, which help children understand changes more effectively. The key concepts that children learn in Jigsaw are inner strength, self-esteem and resilience. These are really important as they help keep children safe and it helps them make healthy decisions later in life.

Accurate information is important but only part of the picture: help them now by building their inner resilience, so they become mindful children, mindful teenagers, and mindful adults.

See RSE Guide for Parents and carers leaflet

Our curriculum entitled, ‘Changing Me’ is taught in Summer 2:

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 3-5</b>	<ul style="list-style-type: none"> <li>Know the names and functions of some parts of the body (see vocabulary list)</li> <li>Know that we grow from baby to adult</li> <li>Know who to talk to if they are feeling worried</li> <li>Know that sharing how they feel can help solve a worry</li> <li>Know that remembering happy times can help us move on</li> </ul>	<ul style="list-style-type: none"> <li>Can identify how they have changed from a baby</li> <li>Can say what might change for them they get older</li> <li>Recognise that changing class can elicit happy and/or sad emotions</li> <li>Can say how they feel about changing class/ growing up</li> <li>Can identify positive memories from the past year in school/ home</li> </ul>	<ul style="list-style-type: none"> <li>Which parts of your body do you know the same of?</li> <li>Who can you talk to if you ever feel worried or frightened? (at school / at home)</li> <li>Can you tell me about a time when you felt really happy?</li> </ul>
<p>Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.</p>			
<p><b>Key Vocabulary</b>            Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.</p>			



CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 5-6</b>	<ul style="list-style-type: none"> <li>Know that animals including humans have a life cycle</li> <li>Know that changes happen when we grow up</li> <li>Know that people grow up at different rates and that is normal</li> <li>Know the names of male and female private body parts</li> <li>Know that there are correct names for private body parts and nicknames, and when to use them</li> <li>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</li> <li>Know who to ask for help if they are worried or frightened</li> <li>Know that learning brings about change</li> </ul>	<ul style="list-style-type: none"> <li>Understand and accepts that change is a natural part of getting older</li> <li>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</li> <li>Can express why they enjoy learning</li> <li>Can suggest ways to manage change e.g. moving to a new class</li> </ul>	<ul style="list-style-type: none"> <li>What is a life cycle?</li> <li>How will you change as you grow up?</li> <li>Who is the tallest / smallest in your class?</li> <li>Which parts of your body are private?</li> <li>Who is allowed to see your private body parts?</li> <li>What should you do if you don't like the way someone is touching you?</li> <li>Who can you talk to if you ever feel worried or frightened? (at school / at home)</li> <li>What is the best part about being your age?</li> </ul>
<p>Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>			
<p><b>Key Vocabulary</b>  Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.</p>			

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 6-7</b>	<ul style="list-style-type: none"> <li>Know that life cycles exist in nature</li> <li>Know that aging is a natural process including old-age</li> <li>Know that some changes are out of an individual's control</li> <li>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</li> <li>Know the physical differences between male and female bodies</li> <li>Know the correct names for private body parts</li> <li>Know that private body parts are special and that no one has the right to hurt these</li> <li>Know who to ask for help if they are worried or frightened</li> <li>Know there are different types of touch and that some are acceptable and some are unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>Can appreciate that changes will happen and that some can be controlled and others not</li> <li>Be able to express how they feel about changes</li> <li>Show appreciation for people who are older</li> <li>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</li> <li>Can say what greater responsibilities and freedoms they may have in the future</li> <li>Can say who they would go to for help if worried or scared</li> <li>Can say what types of touch they find comfortable/uncomfortable</li> <li>Be able to confidently ask someone to stop if they are being hurt or frightened</li> <li>Can say what they are looking forward to in the next year</li> </ul>	<ul style="list-style-type: none"> <li>What is a life cycle?</li> <li>How have you changed since you were a baby?</li> <li>How will you change over the next year / 5 years / 20 years?</li> <li>What changes can you / can't you control?</li> <li>Which parts are your private parts?</li> <li>Who is allowed to see them?</li> <li>What would you do if someone was touching you and you didn't like it?</li> <li>Who can you talk to if you ever feel worried or frightened? (at school / at home)</li> <li>What is your favourite part of Jigsaw lessons?</li> </ul>
<p>In this Puzzle children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old-age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p>			
<p><b>Key Vocabulary</b>  Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.</p>			

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 7-8</b>	<ul style="list-style-type: none"> <li>Know that in animals and humans lots of changes happen between conception and growing up</li> <li>Know that in nature it is usually the female that carries the baby</li> <li>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</li> <li>Know that babies need love and care from their parents/carers</li> <li>Know some of the changes that happen between being a baby and a child</li> <li>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</li> <li>Know some of the outside body changes that happen during puberty</li> <li>Know some of the changes on the inside that happen during puberty</li> </ul>	<ul style="list-style-type: none"> <li>Can express how they feel about babies</li> <li>Can describe the emotions that a new baby can bring to a family</li> <li>Can express how they feel about puberty</li> <li>Can say who they can talk to about puberty if they have any worries</li> <li>Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry</li> <li>Can identify changes they are looking forward to in the next year</li> <li>Can suggest ways to help them manage feelings during changes they are more anxious about</li> </ul>	<ul style="list-style-type: none"> <li>Can you tell me about some of the changes that happen to a puppy / kitten / baby as they grow up?</li> <li>Can we talk about some of the changes that are going to happen to you as you grow up? How do you feel about these changes?</li> <li>Do you have any questions about the changes that are going to happen to you as you grow up?</li> </ul>
<p>This Puzzle (Puzzle) begins with an exploration about babies and what they need to grow and develop including parenting. Children learn that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm it passes out of the body as a period. Sexual intercourse and the birth of the baby is not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.</p>			
<p><b>Key Vocabulary</b>  Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.</p>			

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</li> <li>Know that babies are made by a sperm joining with an ovum</li> <li>Know the names of the different internal and external body parts that are needed to make a baby</li> <li>Know how the female and male body change at puberty</li> <li>Know that personal hygiene is important during puberty and as an adult</li> <li>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</li> <li>Know that change can bring about a range of different emotions</li> </ul>	<ul style="list-style-type: none"> <li>Can appreciate their own uniqueness and that of others</li> <li>Can express how they feel about having children when they are grown up</li> <li>Can express any concerns they have about puberty</li> <li>Can say who they can talk to about puberty if they are worried</li> <li>Can apply the circle of change model to themselves to have strategies for managing change</li> <li>Have strategies for managing the emotions relating to change</li> </ul>	<ul style="list-style-type: none"> <li>Which of your characteristics did you get from your birth parents?</li> <li>Do you have any questions about the changes that happen to a girl when they grow up?</li> <li>Do you have any questions about how babies are made?</li> <li>How do you feel about the changes that will happen to you as you grow?</li> </ul>
<p>In this Puzzle bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The unit (Puzzle) ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.</p>			
<p><b>Key Vocabulary</b>  Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.</p>			

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Know what perception means and that perceptions can be right or wrong</li> <li>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>Know that sexual intercourse can lead to conception</li> <li>Know that some people need help to conceive and might use IVF</li> <li>Know that becoming a teenager involves various changes and also brings growing responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Can celebrate what they like about their own and others' self-image and body-image</li> <li>Can suggest ways to boost self-esteem of self and others</li> <li>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</li> <li>Can ask questions about puberty to seek clarification</li> <li>Can express how they feel about having a romantic relationship when they are an adult</li> <li>Can express how they feel about having children when they are an adult</li> <li>Can express how they feel about becoming a teenager</li> <li>Can say who they can talk to if concerned about puberty or becoming a teenager/adult</li> </ul>	<ul style="list-style-type: none"> <li>Can you tell me how you feel about yourself? What can people do if they don't feel great about themselves? Can I share with you how I see you and how I care about you?</li> <li>Do you have any worries about puberty?</li> <li>Do you have any questions about puberty?</li> <li>Do you have any questions that you'd like to ask me about how babies are conceived?</li> <li>What do you think it will be like when you are a teenager?</li> <li>What kinds of things do you think you will be allowed to do when you are a teenager that you're not allowed to do now?</li> <li>What do you enjoy about being your age now?</li> </ul>
<p>In this Puzzle the children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.</p>			
<p><b>Key Vocabulary</b>  Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.</p>			

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>Know how a baby develops from conception through the nine months of pregnancy and how it is born</li> <li>Know how being physically attracted to someone changes the nature of the relationship</li> <li>Know the importance of self-esteem and what they can do to develop it</li> <li>Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class</li> </ul>	<ul style="list-style-type: none"> <li>Recognise ways they can develop their own self-esteem</li> <li>Can express how they feel about the changes that will happen to them during puberty</li> <li>Recognise how they feel when they reflect on the development and birth of a baby</li> <li>Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</li> <li>Can celebrate what they like about their own and others' self-image and body-image</li> <li>Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</li> </ul>	<ul style="list-style-type: none"> <li>Can we talk about the changes that will happen to your body over the next few years?</li> <li>How do you feel about these changes?</li> <li>What does mutual respect mean? Why is that important in a relationship?</li> <li>What are you excited about in secondary school?</li> <li>What are you worried about in secondary school? What can we do with these worries?</li> </ul>
<p>In this Puzzle the class learn about puberty in boys and girls and the changes that will happen – they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They talk about being physically attracted to someone and the effect this can have upon the relationship. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally.</p>			
<p><b>Key Vocabulary</b>            Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement .</p>			

## 10. Delivery of the curriculum

The relationships, sex and health curriculum will be delivered as part of our **PSHE curriculum**. [Sex education will be delivered through the science curriculum and the PSHE curriculum.](#)

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

We will ensure that LGBTQ+ content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson. The school will ensure it is communicated to parents and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues.

Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

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

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved. Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances. There are no formal examinations for the relationships, sex and health curriculum, the school undertakes informal assessments to determine pupil progress.



## **11. Working with external experts**

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

## **12. Equality and accessibility**

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. [The school will ensure that relationships and health education programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.](#)

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there

was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

The school understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the school's designated wellbeing lead to discuss this.

### **13. Curriculum links**

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships, sex and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

### **14. Withdrawing from the subjects**

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects. As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The headteacher will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the headteacher's decision.

Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

## **15. Behaviour**

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Behavioural Policy and Anti-Bullying Policy.

The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

## **16. Confidentiality**

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

## **17. Monitoring quality**

The relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments which will include a mixture of the following:

- Lesson observations
- Learning walks
- Work scrutiny

The relationships, sex and health education subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and RSE link governor, e.g., through review meetings, to evaluate the effectiveness of the subjects and implement any changes.

## **18. Monitoring and review**

The governing board is responsible for approving this policy.

This policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher. The next scheduled review date for this policy is **September 2023**. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

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