

GAINFORD C of E PRIMARY SCHOOL AND PRE-SCHOOL

Together we love, learn and flourish



Relationships, Sex and Health Education (RSE) Policy

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Statement of Intent

At Gainford C E Primary School and Preschool, we understand our responsibility to deliver a high-quality, age appropriate and evidence- based relationships, sex and health curriculum for all of our pupils. Both our policy and practise will '*ensure pupils are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others.*' (SIAMS schedule 2018) In our school we value all God's children.

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

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

Principles and Values

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

Curriculum Aims

Our Relationships, Sex and Health Education programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- have the confidence and self-esteem to value themselves and others, and respect for individual conscience and the skills to judge what kind of relationship they want;
- understand the consequences of their actions and behave responsibly within personal relationships;
- avoid being pressured into uncomfortable or dangerous situations;
- communicate effectively by developing the appropriate language for sex and relationship issues;
- have an understanding of seeking permission and consent;

- develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people;
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation;
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

Legal Framework

This policy has been written in consultation with local authority guidance and support. SRE curriculum content has been reviewed with staff and shared with governors and parents. Legislation and statutory guidance used includes:

- 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 Guidance 'Plan your relationships, sex and health curriculum' - Information to help school leaders plan, develop and implement the new statutory curriculum. September 2020
- <https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum#creating-a-policy-for-the-new-curriculum>
- SIAMS Evaluation Schedule 2018
- Valuing All God's Children 2019
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education – Statutory Safe Guarding Guidance (2018)
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)

This policy works in conjunction with the following policies:

- Safeguarding Policy (including child sexual exploitation)
- Behaviour and Discipline Policy

- SEN Policy
- Equal Opportunities
- Anti-bullying
- Personal, Social and Health Education Policy

Definitions

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

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

For the purpose of this policy “**Health education**” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Curriculum Organisation

Gainford CE Primary specifically delivers Relationships, Sex and Health Education through its PSHE Programme, RE and Science lessons at foundation stage, KS1 and KS2.

The PSHE curriculum covers three broad themes across the school

- Health and Wellbeing
- Relationships
- Living in the Wider World

Teachers generally deliver the PSHE curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the topics as they are aware of each pupil's individual circumstances.

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

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

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

All staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used are: penis, vulva, vagina, testicle, scrotum, breasts and pubic hair.

When organising the curriculum the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

An overview of Relationships Education and what pupils will know by the end of primary school is at Appendix 2. An overview of Health Education and what pupils will know by the end of primary school is at Appendix 3.

The school is free to determine within the statutory curriculum content outlined in Appendix 2 what pupils are taught during each year group and the school always considers the age and development of pupils when deciding what will be taught in each year group. A summary of the content that will be taught during each Year Group is outlined at Appendix 4.

When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the ground rule established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

Assessment is carried out at appropriate times and involves teacher, pupil and peer assessment of knowledge and understanding, skills, and attitudes.

Ahead of implementation, we will consider the impact of coronavirus (COVID-19) on the delivery of the curriculum and adapt our approach, as appropriate. Many topics within relationships, sex and health education will support pupils with their experience of the pandemic and engage with their education as they return to school.

We will take into account local health profiles of children and young people within the catchment area of the school, which can help to identify local priorities in the curriculum.

Links with Other Curriculum Areas

We seek to draw links between Relationships, Sex and Health education and other curriculum subjects wherever possible. Relationships, sex and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- English - when literary texts which touch on emotional aspects of relationships are studied in the English curriculum

- Computing – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support and how content in computing relates to online and media topic
- 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.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals, in the local context and wider community

Resources and Delivery of Curriculum

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

Our Relationships and Sex Education curriculum is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity.

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

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

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

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

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

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

Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, meet the outcome of the relevant part of the curriculum, and are in line with the school's legal duties in relation to impartiality.

We will not under any circumstances use resources produced by organisations that take extreme political stances on matters. This is the case even if the material itself is not extreme, as the use of it could imply endorsement or support of the organisation.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-b-resources-for-relationships-education-relationships-and-sex-education-rse-and-health-education>

Teachers will have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons should be planned to ensure that all pupils of differing abilities are suitably challenged. Teachers will identify and assess the needs of pupils who may require extra support or intervention.

Whilst there is no formal examined assessment for these subjects, we will use tests, written assignments or self-evaluations, to capture progress.

We are currently using a range of resources to support our curriculum, such as:

- PSHE Association
- BBC Bitesize
- Kapow Primary
- Step into the NHS
- Educate and Celebrate (LGBT+ resources)
- Learning.NSPCC.org

External Partners

External partners may be invited to assist from time to time with the delivery of this programme and will be required to comply with this policy. We will ensure that the teaching delivered by the external partner fits with the planned curriculum and this policy. The use of external partners is to enhance curriculum rather than as a replacement for the teachers delivering the curriculum.

External agencies can provide speakers, tools and resources to enhance and supplement the curriculum.

It is important when using external agencies to take particular care that the agency and any materials used are appropriate and in line with our legal duties regarding political impartiality. We will:

- forbid the pursuit of partisan political activities by junior pupils
- forbid the promotion of partisan political views in the teaching of any subject in the school
- take reasonably practicable steps to secure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.

Before delivery of the session we will discuss the partner's lesson plan and any materials the partner intends to use and ensure that the content is age appropriate for the pupils and meets pupil's needs.

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

Consultation with Parents and Carers

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

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

- Questionnaires and surveys
- Meetings
- Newsletters and letters
- Website

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

Parents are provided with the following information:

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

Right to Withdraw from RSE

Relationships and Health education are statutory in primary school and parents do not have the right to withdraw their child from these subjects. (See Appendix 5)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered (other than what must be taught as part of the statutory science curriculum). The head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will document this process to ensure a record is kept.

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

Once those discussions have taken place, the Head teacher will respect the parents' request to withdraw the child except where in respect of content that must be taught as part of the science curriculum. (See request form in Appendix 5). This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

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

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

Staff training

Teacher wellbeing

It is essential that teachers can maintain their own wellbeing when delivering the curriculum. There may be times that a topic triggers feelings or thoughts, including of historic, recent or current trauma.

It is important for school leaders to appreciate the different nature of these subjects, and be understanding of teachers' individual circumstances and the support they may need.

Leaders will engage teachers in considering their own needs in advance.

It is important that teaching is balanced and not dependent on any personal views teachers may have. Teachers should operate at all times within the framework of this policy, the Teaching Standards and comply with the Equality Act. There is no obligation on teachers to offer information personal to themselves or to share personal views.

Staff receive training and regular updates regarding safeguarding and child sexual exploitation

14.5 Teachers are not required to answer personal questions asked by pupils and should consider, with the support of leaders, how best to handle any such questions.

All staff members will receive appropriate training to ensure they are up-to-date with the relationship, sex and health education programme and any associated issues.

Members of staff responsible for teaching the subjects will undergo further training to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments.

The DfE training modules provide some examples of good practice and approaches to support staff preparing to teach about individual subjects.

<https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health#train-teachers-on-relationships-sex-and-health-education>

Safeguarding Bullying and Confidentiality

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

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

If a teacher has any suspicion of inappropriate behaviour or potential abuse, or if any reports are made during lessons as a result of the content of the curriculum this will be reported to the Designated Safeguarding Lead and this will be dealt with in line with the Child Protection and Safeguarding Policy. Dealing with sensitive issues - Conversations within lessons should not lead to any type of bullying, ostracising or other forms of social or emotional harm. Pupils should be aware of this and lessons should be delivered in such a way to ensure this does not happen.

To help create a safe environment for pupils when teaching these topics, we will consider:

- setting ground rules for lessons, where needed, particularly around not sharing personal information (there is guidance on how to create ground rules in the individual subject training modules)
- stopping discussions if personal information is shared in lessons and following up with pupils later where needed
- not promising confidentiality if a pupil confides something concerning
- telling pupils they can ask for help and they will be taken seriously

Monitoring and Evaluation of RSE

It is the responsibility of the Head teacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHE and RSE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE and RSE programmes will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The Governing body is responsible for overseeing, reviewing and organising the revision of the sex and relationship education policy and curriculum.

Appendix I

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

In The Durham Diocesan MAT we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

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

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

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

the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.

8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

Appendix 2

Relationships education overview

Families and people who care for me

By the end of primary school, pupils will know:

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

Caring friendships

By the end of primary school, pupils will know:

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

Respectful relationships

By the end of primary school, pupils will know:

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

Online relationships

By the end of primary school, pupils will know:

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

Being safe

By the end of primary school, pupils will know:

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

Appendix 3

Health education overview

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

Mental wellbeing

By the end of primary school pupils will know:

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

Internet safety and harms

By the end of primary school, pupils will know:

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

Physical health and fitness

By the end of primary school, pupils will know:

61. The characteristics and mental and physical benefits of an active lifestyle.
62. The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.

63. The risks associated with an inactive lifestyle, including obesity.
64. How and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy eating

By the end of primary school, pupils will know:

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

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

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

Health and prevention

By the end of primary school, pupils will know:

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

Basic first aid

By the end of primary school, pupils will know:

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

Changing adolescent body

By the end of primary school, pupils will know:

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

Appendix 4

Outline of Relationships Education, Sex Education and Health Education per year group.

The school plans a progressive curriculum, topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

We will deliver a carefully sequenced and coherent curriculum, by:

- identifying the essential concepts, knowledge, skills and principles of the subject and providing an opportunity for all pupils to learn and master these critical components
- ensuring pupils' thinking is focused on key ideas within the subject
- working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations
- using resources and materials aligned with the school curriculum (for example, printed or online textbooks or shared resources designed by experienced colleagues that carefully sequence content)
- being aware of common misconceptions and discussing with experienced colleagues how to help pupils master important concepts.

Ensuring content is appropriate

The safety of children is of paramount importance in school.

Teachers should be aware of age inappropriate material on the internet. Great caution should be exercised before setting any assignment, in class or at home, that involves researching a subject where there is a high risk that a child could accidentally be exposed to age inappropriate material, such as pornography. Particularly at primary level, teachers should be careful not to expose children to over-sexualised content.

Knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed and healthy choices. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Schools have the freedom to develop an age-appropriate, developmental curriculum which meets the needs of their young people, in consultation with parents and the local community.

Teachers will be mindful of the law and legal requirements and be careful not to condone or encourage illegal political activity or the use of illegal drugs.

We are aware that topics involving gender and biological sex can be complex and sensitive matters to navigate. We will not reinforce harmful stereotypes, for instance by suggesting that children might be a different gender based on their personality and interests or the clothes they prefer to wear. Resources used in teaching about this topic must always be age-appropriate and evidence based. Materials which suggest that non-conformity to gender stereotypes should be seen as synonymous with having a different gender identity will not be used and we will not work with external agencies or organisations that produce such material. While teachers should not suggest to a child that their non-compliance with gender stereotypes means that either their personality or their body is wrong and in need of changing, teachers should always seek to treat individual students with sympathy and support.

A summary of the content that is currently taught during each Year Group is including in the **DDMAT Programme of Study for Relationships Education, Sex Education and Health Education (see attached)**

Appendix 5

Right to be excused from sex education (commonly referred to as the right to withdraw)

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

Statutory guidance, Relationships education (Primary), Updated 25 July 2019

Parents and carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the headteacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

Good practice is also likely to include the headteacher discussing with parents and carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. It should be noted that the detrimental effects maybe mitigated if the parents propose to deliver sex education to their child at home instead.

Once those discussions have taken place, except in exceptional circumstances for example where there are child protection concerns, the school should respect the parents' and carers' request to withdraw the child.

This process is the same for pupils with Special Educational Needs and / or Disabilities. However, there may be exceptional circumstances where the headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. **There is no right to withdraw from Relationships Education or Health Education.**

Headteachers **should** grant a request to withdraw a pupil from sex education covered in the '**Changing adolescent body**' unit, which includes:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.
- to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

Headteachers **cannot** grant a request to withdraw a pupil from any sex education delivered in primary schools, as part of the science curriculum. This includes:

Key Stage 1 - Year 2

Animals, including humans

Statutory requirements

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Notes and guidance (non-statutory)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

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

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Key Stage 2 - Year 5

Living things and their habitats

Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Animals, including humans

Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Parent / Carer Form: Withdrawal from Sex Education

To be completed by parents / carers	
Name of child	
Class	
Name of parents / carers	
Reasons for withdrawing from sex education	
Any other information you would like school to consider	
Parents (s) / carer (s) signature	
Date	
To be completed by school	
Agreed actions from the discussion with parents / carers Include notes from the meeting	

Parental Responsibility

Where there is shared parental responsibility, both parties should, where possible, should reach a shared agreement to request that their child is withdrawn from sex education.

Either parent can request to withdraw a child from sex education. If there is a disagreement the other parent would need a prohibited steps order.

<https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility>

Key effects of a father or second female parent acquiring parental responsibility *Is this a title? If so, maybe should have capitals, otherwise a little confusing.*

When a father or second female parent acquires parental responsibility they:

- can withdraw a child from sex education and religious education classes and make representations to schools concerning the child's education

Prohibited steps order

A prohibited steps order imposes a specific restriction on the exercise of responsibility. This means that no step specified by the court, which a parent could take in meeting his/her parental responsibility, can be taken without the consent of the court.

Example One parent wants to take the child abroad for an extended period or prevent the child from attending a form of religious worship, against the wishes of the other parent.