



St Oswald's C of E Aided Primary & Nursery School

Together we learn to love and shine

*Your word is a lamp for my feet, a light on my path.
Psalm 119:105*

OUR MISSION: What we do

We promote an inclusive and happy environment that nurtures potential, develops wisdom, builds integrity and inspires a love of life and learning.

OUR ETHOS: What we stand for

Recognising its historic foundation, St Oswald's C of E Aided Primary and Nursery School works closely with the Diocese of Durham and St Oswald's Church to provide a stimulating and high quality education within a caring Christian environment.

We appreciate the uniqueness of every child, whatever their background and individual need, and encourage each child to discover their gifts, their sense of community and their relationship with God. Our values are embedded in everyday school life and daily worship brings the whole school together for times of reflection, exploration and celebration. We enable our children to feel valued, make excellent progress within the curriculum and build a strong foundation for their lives by developing their spirituality, self-belief and sense of citizenship.



Courage



Compassion



Thankful

Policy for Relationships, Sex Education and Health Education

September 2024

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1. Statement of Intent

St Oswald's C of E Aided Primary and Nursery School is an inclusive school with a caring Christian ethos grounded in strong Christian Values. Our curriculum is specifically designed to meet the needs of our children within which Relationships, Sex and Health Education are fully embedded. The school's mission, aims and values are clearly reflected throughout the delivery of this curriculum area. Our subject provision includes opportunities to develop pupils' spiritual, moral, social and cultural development, in accordance with our school ethos and values, and promoting British values. Our Personal, Social, Health and Economic (PSHE) curriculum enables children to understand and gain knowledge about the world we live in. We aim to enable children to make informed decisions about their wellbeing, health and relationships and build their self-efficiency. Our intention is to develop children's understanding of PSHE including Relationship and Sex Education (RSE) and Health Education (RSHE) and provide them with a foundation of life skills to support them at home, in school and in the wider community, for learning today and life beyond St Oswald's School.

At St Oswald's, we embrace 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 practice 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 framework [2023](#)). The details of our curriculum are covered in [Curriculum Organisation](#).

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) (see Appendix 1).

We are committed to ensuring our curriculum is accessible and inclusive making reasonable adjustments wherever possible. 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.

The aim of relationships, sex and health curriculum 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.

Our RSE 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.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- have an understanding of seeking permission and consent.
- challenge prejudice and stereotypes.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation and to avoid being pressured into uncomfortable or dangerous situations.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

2. Legal Framework

This policy has been developed with regard to legislation and statutory guidance including:

- 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'
- SIAMS Framework 2023
- 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 (2023)
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)

This policy works in conjunction with the following school policies:

- Safeguarding (including child sexual exploitation)
- Behaviour
- SEND
- Equalities Information and Objectives
- Anti-bullying
- Online Safety Policy

3. Definitions

For the purposes of this policy **"Relationships education" (Rel Ed)** is defined as teaching pupils about the building blocks of healthy, respectful relationships, focusing on family and friendships, including online and offline. It gives children 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 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.

4. Roles and Responsibilities

The Governing Body 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/carers 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.
- Ensuring the Christian ethos of the school is maintained and developed through the subjects.

The Headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents/carers are fully informed of this policy.
- Reviewing and discussing requests from parents/carers to withdraw their children from the subjects.

- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the Governing Body 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.

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 (Special Educational Needs Co-ordinator) to identify and respond to individual needs of pupils with SEND.
- Liaising with the School Nurse, where appropriate, to support the delivery of the curriculum.
- 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.
- Determining interventions and accessibility to the correct intervention.

5. Curriculum Organisation

The delivery of the relationships education and health education coincide with one another and are delivered within the wider context of the PSHE curriculum.

Our PSHE curriculum intent states that it will enable children to understand and gain knowledge about the world we live in. It will support children to make informed decisions about their wellbeing, health and relationships and build their self-efficiency. Using the PSHE Association scheme and a Thrive approach, PSHE and RSE are coherently planned in a sequential way that progressively builds on children's knowledge and skills year on year. Our subject provision includes opportunities to develop pupils' spiritual, moral, social and cultural development, whilst strongly upholding our school ethos, values, and promoting British values.

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 development and design of our relationships and health curriculum takes into account the views of teachers, pupils and parents/carers. We are dedicated to ensuring our curriculum meets the needs of the whole school community.

The relationships and health curriculum is informed by the school and wider community to ensure it is tailored to pupil's wider needs and we have consulted with parents/carers, pupils and staff on the development of this policy in line with section 12 of this policy.

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by contacting the Headteacher. This feedback will be considered in the annual review of the school's policy.

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.

A summary of the content that will be taught during each Year Group is outlined at Appendix 4.

6. Sex Education

The DfE recommends that *all* primary schools should have a sex education programme 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.

At St Oswald's we want to 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. The school will use materials from the local authority to support the delivery of the sex education content in Year 6 in the Summer Term.

Parents/carers are consulted on the organisation and delivery of our sex education curriculum and are given the opportunity to feedback on what should be taught through sex education.

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

A summary of the content that is currently taught in Year 6 is outlined at Appendix 5.

7. 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.

Teaching our pupils about diversity is fully integrated into the relationships, sex and health curriculum rather than delivered as stand-alone lessons. There is 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 formally teaching them about issues relating to diversity in terms of relationships, sex and health education.

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. Any viewpoints expressed that might be regarded as discriminatory will be explored sensitively and appropriately.

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/carers, 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/carers 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.

We are currently using a range of resources to support our curriculum (see appendix 6).

8. 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.

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 pupils' needs.

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

9. 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.
- 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.
- 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, in the local context and wider community

10. Consultation with parents and carers

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

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

- Questionnaires and surveys
- 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/carers 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

11. Right to withdraw from sex education

Relationships and health education are statutory in primary school and parents/carers do not have the right to withdraw their child from these subjects.

Parents/carers 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 request should be made in writing and the Headteacher will then discuss the request with parents/carers and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will document this process to ensure a record is kept.

The Headteacher may discuss with parents/carers 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 Headteacher will respect the parents'/carers' request to withdraw the child except in respect of content that must be taught as part of the science curriculum.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Headteacher may want to take a pupil's specific needs into account when making this decision.

The Headteacher 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.

12. Staff training

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.

13. 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.

14. Monitoring and evaluating

It is the responsibility of the school’s Senior Leadership Team to oversee and organise the monitoring and evaluation of PSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE programme including RSE will be involved in a yearly monitoring and evaluation exercise led by the Senior Leadership Team. The PHSE and RSE programme will therefore be reviewed yearly in response to this exercise and will also be reviewed in light of any changes to statutory guidance, feedback from parents/carers, 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.

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

Policy Agreed by Governors	June 2024
Review Date	June 2026
Link Governor	Amy Tomlinson

Appendix 1: A Charter for Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE)

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

At St Oswald's C or E Aided Primary and Nursery School 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/carers 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.

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.

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 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 or any form of abuse 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 linked with friendships 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 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:

1. That mental wellbeing is a normal part of daily life, in the same way as physical health.
2. That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
3. The scale of emotions that humans experience in response to different experiences and situations.
4. 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.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
7. Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
8. How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
9. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
10. 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.
11. That it is common to experience mental ill health and, for many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of primary school, pupils will know:

12. That for most people, the internet is an integral part of life and has many benefits.
13. About the benefits of rationing time spent online.
14. The risks of excessive time spent on electronic devices.
15. The impact of positive and negative content online on their own and others' mental and physical wellbeing.
16. How to consider the effect of their online actions on others.
17. How to recognise and display respectful behaviour online.
18. The importance of keeping personal information private.
19. Why social media, some computer games and online gaming, for example, are age-restricted.
20. 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.
21. How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
22. 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:

23. The characteristics and mental and physical benefits of an active lifestyle.

24. 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.
25. The risks associated with an inactive lifestyle, including obesity.
26. 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:

27. What constitutes a healthy diet, including an understanding of calories and other nutritional content.
28. The principles of planning and preparing a range of healthy meals.
29. 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:

30. 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:

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

Basic first aid

By the end of primary school, pupils will know:

37. How to make a clear and efficient call to emergency services if necessary.
38. 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:

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

Appendix 4: Relationships, Education and Health Education per year group

PSHE and RSHE Programme.			
<p>Central to our approach to the teaching of PSHE and RSHE is to ensure the resources and content delivered are age and developmentally appropriate. Therefore, our curriculum has been designed so that content and coverage are carefully considered and progress on a class by class basis. In doing so we are mindful that our children in Year 1 and Year 4 who are split across to classes need to be challenged appropriately based on their prior knowledge and understanding.</p>			
Class/Year	Relationships: Autumn	Living in the wider world: Spring	Health and Wellbeing: Summer
Elvet (R/1)	<ul style="list-style-type: none"> • Roles of different people; families; feeling cared for. • Recognising privacy; staying safe; seeking permission. • How behaviour affects others; being polite and respectful. 	<ul style="list-style-type: none"> • What rules are; caring for others' needs; looking after the environment. • Using the internet and digital devices; communicating online. • Strengths and interests; jobs in the community. 	<ul style="list-style-type: none"> • Keeping healthy; food and exercise, hygiene routines; sun safety. • Recognising what makes them unique and special; feelings; managing when things go wrong. • How rules and age restrictions help us; keeping safe online
Dunelm (1/2)	<ul style="list-style-type: none"> • Making friends; feeling lonely and getting help. • Managing secrets; resisting pressure and getting help; recognising hurtful behaviour. • Recognising things in common and differences; playing and working cooperatively; sharing opinions. 	<ul style="list-style-type: none"> • Belonging to a group; roles and responsibilities; being the same and different in the community. • The internet in everyday life; online content and information. • What money is; needs and wants; looking after money. 	<ul style="list-style-type: none"> • Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. • Growing older; naming body parts; moving class or year. • Safety in different environments; risk and safety at home; emergencies.
Neville (3/4)	<ul style="list-style-type: none"> • What makes a family; features of family life. • Personal boundaries; safely responding to others; the impact of hurtful behaviour. • Responding to hurtful behaviour; managing confidentiality; recognising risks online. • Respecting differences and similarities; discussing difference sensitively. 	<ul style="list-style-type: none"> • The value of rules and laws; rights, freedoms and responsibilities. • How the internet is used; assessing information online. • Making decisions about money; using and keeping money safe. 	<ul style="list-style-type: none"> • Health choices and habits; what affects feelings; expressing feelings. • Maintaining a balanced lifestyle; oral hygiene and dental care. • Personal strengths and achievements; managing and reframing setbacks. • Risks and hazards; safety in the local environment and unfamiliar places. • Keeping safe in different situations, including responding in emergencies, first aid.

<p>Kingsgate (4/5)</p>	<ul style="list-style-type: none"> • Positive friendships, including online. • Managing friendships and peer influence. • Physical contact and feeling safe. • Recognising respectful behaviour; the importance of self-respect; courtesy and being polite. • Responding respectfully to a wide range of people; recognising prejudice and discrimination. 	<ul style="list-style-type: none"> • What makes a community; shared responsibilities. • Protecting the environment; compassion towards others. • How data is shared and used. How information online is targeted; different media types, their role and impact. • Different jobs and skills; job stereotypes; setting personal goals. Identifying job interests and aspirations; what influences career choices; workplace stereotypes. 	<ul style="list-style-type: none"> • Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies. • About menstrual wellbeing including key facts about the menstrual cycle. • Personal identity; recognising individuality and different qualities; mental wellbeing. • Medicines and household products; drugs common to everyday life. • Keeping safe in different situations, including responding in emergencies and first aid.
<p>Bailey (6)</p>	<ul style="list-style-type: none"> • How relationships change as we get older including attraction to others; romantic relationships; civil partnership and marriage (Secondary transition link). • Recognising and managing pressure; consent in different situations. • Expressing opinions and respecting other points of view, including discussing topical issues. 	<ul style="list-style-type: none"> • Valuing diversity; challenging discrimination and stereotypes. • Evaluating media sources; sharing things online. • Influences and attitudes to money; money and financial risks. 	<ul style="list-style-type: none"> • What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online. • Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty. • Human reproduction and birth; increasing independence; managing transition. • Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.

Appendix 5: Outline of Sex Education

Sex Education, aside from what is taught through the National Curriculum for Science, is only taught in Year 6. The content of Sex Education in Year 6 is planned for, and based around, preparing our children for the statutory Sex Education objectives, which will be taught in secondary schools, as outlined in the statutory government guidance (2019).

Year 6 will cover:

The main external parts of the male and female bodies and their functions

Puberty and how it affects both males and females

Exploring the human life-cycle

How a baby is conceived and born

Appendix 6: Resources

We are currently using a range of resources to support our curriculum (including but not limited to...)

School membership to PSHE Association and linked resources/websites.

www.pshe-association.org.uk

Free online resources :

Families and people who care for me:

www.positivepenguins.com

www.theproudtrust.org

www.stonewall.org.uk

www.agendaonline.co.uk

Caring friendships:

www.twinkle.co.uk

Respectful relationships:

<https://learning.nspcc.org.uk>

www.bigtalkeducation.co.uk

www.womensaid.org.uk

Medway RSE programme- www.pshe-association.org.uk

Online relationships:

www.nspcc.org.uk

www.thinkuknow.co.uk

www.dove.com

Goldilocks: a fairy tale for the digital age- www.vodafone.co.uk/mobile/digital-parenting/goldilocks

Being safe:

www.nspcc.org.uk

<https://eveappeal.org.uk/educatingevepart1>

www.barnardosrealloverocks.org.uk

Physical Health and Wellbeing:

www.sexeducationforum.org.uk/resources

www.healthpromotion.ie/health/inner/busy_bodies

<https://bettyforschools.co.uk/betty-bus>

www.always.co.uk/en-gb/puberty-education-programme-always-tampax

www.healthpromotion.ie/hp-files/docs/HPM00478.pdf

www.nhs.uk/live-well/sexual-health/stages-of-puberty-what-happens-to-boys-and-girls/

Monitoring, Assessment and Evaluation of Relationships Education:

www.sexeducationforum.org.uk/resurces

Guide for family members or carers for children with SEND:

https://legacy.brook.org.uk/attatchments/Guide_for_families_BrookMencap.pdf