



Relationships, Sex and Health Education Policy

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| Written By | PSHE Subject Leader, Headteacher |
| Frequency of Review | Every 4 years |
| Date reviewed and approved by Governing Body | September 2021 |
| Date of next review | September 2025 |
| Display on Website | ✓ |
| Purpose | To provide guidance and information on all aspects of Relationships and Sex Education (RSE) for parents, governors, teaching and non-teaching school staff. The School ensures that the curriculum is taught appropriately and in line with current government guidance. |
| Intent | To help pupils develop feelings of self-respect, confidence and empathy and to create a positive culture around all types of relationships. To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene. For parents to understand the content of the curriculum so that they, as primary educators of their child(ren) can support this at home. For parents and schools to apply guidance regarding parents right to withdraw their child(ren) from sex education. |
| Consultation | Governors ✓ Parents ✓ Pupils ✓ Staff ✓ |
| Links with other policies | Safeguarding and Child Protection Policy Behaviour Policy Anti-Bullying Policy Inclusion Policy Equality Policy and Objectives Teaching and Learning policy SMSC Policy Online Safety Policy |

Mission Statement

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

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

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

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1. Legal framework

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

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Keeping Children Safe in Education (latest version)
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'
- Special Educational Needs and Disability code of practice: 0 to 25 years – statutory guidance for organisations (January 2015)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

2. Roles and responsibilities

The governing board is responsible for approving the RSHE policy, and holding the headteacher to account for its implementation.

The headteacher is responsible for:

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

The PSHE subject leader is responsible for:

- Overseeing the delivery of the subjects.

- 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.
- Reviewing this policy every four years.

Teachers are responsible for:

- Sensitively delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Creating an environment where pupils feel safe and are able to access and engage in RSHE.
- 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.
- Monitoring progress and assessing pupils' needs.
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from non-science components of sex education.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

3. What is Relationships, Sex and Health Education (RSHE)?

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

For the purpose of this policy:

- "Relationships education" is defined as learning about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- "Health education" is defined as learning about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- The Sex Education Forum defines sex education as "learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction" (Sex Education Forum, 2020).

“Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future” (Sex Education Forum, 2020). The term ‘relationships’ refers to all types of relationships: family relationships including same sex relationships, friendships, as well as sexual relationships.

High quality, evidence-based and age-appropriate teaching of RSE supports children with emotional, social and cultural development and involves learning about the important aspect of life that is forming safe, positive and supportive relationships.

Teaching RSHE is crucial to ensure that children are happy, healthy and safe as they grow up. It will ensure they have a better understanding of different kinds of relationships (including online relationships) whilst also knowing how to stay safe and what to do if they need support or advice. In primary schools, the focus of RSHE is to teach children about the characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and adults.

The Department for Education (2019) has made relationships education and health education compulsory in all primary schools in England. While Sex Education is not mandatory in primary schools, the Department for Education recommends that all primary schools should have a sex education programme that is tailored to the age and physical and emotional maturity of the pupils (paragraph 67, statutory guidance on RSHE, 2019). This will provide solid foundations for further learning at Key Stage 3 and 4, and will support pupils to begin to understand and prepare for sexual relationships in adult life.

4. Aims and Objectives

Our relationships and sex education programme aims to:

- Provide a framework in which sensitive discussions can take place;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around all types of relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Safeguard pupils so that they have an understanding of positive relationships and can identify and seek support around harmful/abusive relationships.

Within health education, our aim is to prepare pupils for puberty and give them an understanding about the importance of both their physical and mental health and personal hygiene.

Within an atmosphere where questions can be asked and answered openly, the objectives of our RSHE programme are to:

- Emphasise the role and the value of a positive family life. Families in our community can be made up in many ways and others’ families can sometimes look different from their own;
- Enable pupils to develop the ability to recognise and form positive relationships;
- Enable pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making;
- Enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others;

- Enable pupils to explore and understand the impact of peer pressure, in a range of contexts including the internet and social media;
- Enable pupils to understand the process of human reproduction, as part of the human life cycle;
- Enable pupils to know what is and what is not legal in matters relating to sexual activity.

5. Organisation of the curriculum

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](#). To ensure progression and a spiral curriculum, we use the PSHE programme '*Jigsaw, the mindful approach to PSHE*', as our chosen teaching and learning programme.

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

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

RSHE is delivered throughout all key stages. In Key Stage 2, we build on children's learning from Key Stage 1 through the integration of RSHE in our personal, social and health education and the science curriculum. Biological aspects of RSHE are taught within the science curriculum. In years 5 and 6, pupils also receive stand-alone RSHE sessions delivered by a trained health professional. Please see Appendix 1 for more detail about Jigsaw's Programme of Study, and how this scheme of work meets the statutory Relationships and Health Education requirements. The numbers after the learning outcomes refer to the lesson number in that 'puzzle' (unit) that contributes most to the specific statutory outcome.

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

- Organising a meeting with the PSHE subject leader.
- Emailing parent@bjs.rbksch.org

The National Education Union (NEU) has also welcomed the statutory guidance for teaching RSE in schools. <https://neu.org.uk/neu-response-relationships-and-sex-education-guidance>

Stonewall has provided guidance about a LGBT-inclusive education. <https://www.stonewall.org.uk/lgbt-inclusive-education-everything-you-need-know>

6. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health.

Parents, carers and the school need to engage with children about the messages that they get from the media, and give them opportunities for discussion. At home, children can have one-to-one discussions with parents/carers which focus on specific issues, questions or concerns. They can have a dialogue about their attitudes and views. Sex education at home also tends to take place over a long time, and can involve lots of short interactions between parents/carers and their children.

Schools have an important role to play in helping and supporting parents/carers to talk to their children and we do so by providing information and guidance as required. This will be in the form of resources for websites and books to help promote dialogue at home to link with the learning within RSHE. The school works closely with parents by establishing open communication.

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

- Questionnaires and surveys
- Year Group Parent Meetings (ahead of curriculum teaching)
- Parent Forum Meetings
- Newsletters and letters

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum.
- The delivery of the sex education curriculum in Year 5 and Year 6.
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

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

7. Relationships Education Overview

The following list outlines the objectives pupils will learn by the end of primary school as outlined in the DfE's statutory guidance (2019).

Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

By the end of primary school, pupils will know:

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

Respectful relationships

By the end of primary school, pupils will know:

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

Online relationships

By the end of primary school, pupils will know:

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

Being safe

By the end of primary school, pupils will know:

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

8. Health education overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing. The following list outlines the objectives pupils will learn by the end of primary school as outlined in the DfE's statutory guidance (2019).

Mental wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

- How to judge whether what they are feeling and how they are behaving are appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of primary school, pupils will know:

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

Physical health and fitness

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

Healthy eating

By the end of primary school, pupils will know:

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

Drugs, alcohol and tobacco

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

Health and prevention

By the end of primary school, pupils will know:

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

Basic first aid

By the end of primary school, pupils will know:

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

Changing adolescent body

By the end of primary school, pupils will know:

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

9. Sex Education Overview

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.

In Key Stage 2, within the National Curriculum for science, pupils must be taught to:

- Describe the life differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Living things and their habitats – year 5)
- Describe the life process of reproduction in some plants and animals. (Living things and their habitats – year 5)
- Describe the changes as humans develop to old age. (Animals, including humans – year 5)

Please see Appendix 2 for the relevant pages from the National Curriculum of what children are taught within science, including the statutory and non-statutory guidance.

The school is free to determine whether pupils should be taught sex education beyond what is required of the National Curriculum. At our school, we do teach pupils sex education beyond what is required of the science curriculum. The age and development of pupils is always considered when delivering sex education.

As a school, we are deeming the content in red as sex education because it covers 'human reproduction'. **Children can be withdrawn from the sections highlighted in red text.** Please see [section 10](#) for more information.

| Puberty and Reproduction in Jigsaw PSHE (Changing Me) | | |
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| Year 3 | Babies <i>Changing Me, Lesson 2</i> | Understand what a baby needs to live and grow. *nb. There is no mention of reproductive organs, conception or birth. |
| | Outside body changes <i>Changing Me, Lesson 3</i> | Puberty: To introduce how our bodies change on the outside as we grow up so they can make babies when we are older. To share how we feel about these changes and which changes we can control. |
| Year 4 | Having a baby <i>Changing Me, Lesson 2</i> | To correctly label the internal and external parts of male and female bodies that make babies. In simple terms, a sperm joining with an egg and the egg growing into a baby. <i>Jigsaw resource - the Female Reproductive System</i> *nb. There is no mention of sexual intercourse or <u>how</u> a sperm meets an egg, this is addressed in Year 5 and Year 6. |
| | Girls and puberty <i>Changing Me, Lesson 3</i> | To describe how a girl's body changes so that she can have a baby when she's an adult – including menstruation. <i>Jigsaw animations used – the Female Reproductive System</i> |

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| Year 5 | Puberty for girls <i>Changing Me, Lesson 2</i> | To explain physical changes and feelings about them, including menstruation. To understand the importance of looking after yourself. <i>Jigsaw Animations used – the Female Reproductive System</i> |
| | Puberty for boys <i>Changing Me, Lesson 3</i> | To develop an understanding of changes for both boys and girls, and explore our feelings about this. <i>Jigsaw Animations used – the Male Reproductive System</i> |
| | Conception <i>Changing Me, Lesson 4</i> | To develop an understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life. <i>Jigsaw Animations used – the Female and Male Reproductive Systems</i> |
| Year 6 | Puberty <i>Changing Me, Lesson 2</i> | To consolidate our understanding of physical and emotional changes and how they affect us. <i>Jigsaw Animations used – the Female and Male Reproductive Systems</i> |
| | Conception to birth <i>Changing Me, Lesson 3</i> | The story of pregnancy and birth. <i>Jigsaw Animations which may be used – the Female and Male Reproductive Systems</i> |
| | Conception to birth | The story of pregnancy and birth. <i>Jigsaw Animations which may be used – the Female and Male Reproductive Systems</i> |

*External experts, such as nurses from the Kingston School Health Team, may support the delivery of these lessons. Where alternative resources are used, parents will have the opportunity to view these resources in advance, in line with the information stated in this policy.

10. Withdrawing from the subjects

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects.

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

Parents and carers have the right to withdraw their child(ren) from sex education and the following lessons within the 'Changing Me' Puzzle (unit):

- Year 4 - Lesson 2 (having a baby),
- Year 5 - Lesson 4 (conception) and
- Year 6 – Lesson 4 (conception and birth).

Where external experts (such as the School Health Team) are delivering aspects of these lessons, parents will be informed which lessons children can be withdrawn from in advance. Parents and carers do not have the right to withdraw their child(ren) from Relationships Education, Health Education or parts of the programme that are covered by the National Curriculum for Science (see appendix 3). Parents and carers wishing to exercise this right should talk to the Head Teacher or Deputy Head Teacher.

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

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

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

11. Delivery of the curriculum

The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum.

RSHE is best delivered by teachers and other identified staff members rather than by visitors. Teachers develop relationships with pupils and are accessible on an ongoing basis to follow up any questions they subsequently have. When appropriate, external experts are invited to run specific sessions. An example of this is that the School Health Team are often invited to run specific sessions on puberty, conception and birth, in Years 5 and 6.

RSHE is delivered using a variety of learning approaches and teaching methods which encourage pupils to participate, question and communicate. This includes the use of videos, posters, leaflets, books, physical resources, the internet, brainstorming, small group discussion, case studies, role play and debates.

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

Staff planning and delivering RSHE always consider differentiated learning when choosing activities. Differentiated learning can be in terms of:

- outcome
- extension of activities
- support on the task
- different resources
- ability/mixed ability grouping
- grouping by gender

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

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

At the point we consider it appropriate to teach pupils about sexual relationships, we will ensure that LGBTQ+ content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

Ground Rules

Agreed ground rules will be discussed and displayed for everyone to see during RSHE lessons. Ground rules will also be periodically reviewed to evaluate how well the group is working and changed if necessary. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

Dealing with Questions

Clear parameters of what is appropriate and inappropriate will be established within the ground rules and personal questions will not be answered. If a teacher does not know the answer to a question, this will be acknowledged and the teacher or visitor will get back to the child(ren) with the answer when they have found out more. If a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's programme. Any question that raises concerns that a pupil is at risk of abuse should be followed up as stated in our Child Protection and Safeguarding Policy.

Resources

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

Sensitive Issues and Child Protection

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

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

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

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Assessment

As with other subjects, teachers will assess children within RSHE using a range of different methods:

- observation within an activity by the teacher;
- peer assessment;
- self-assessment;
- verbal and written feedback.

Teachers will inform parents of their child(ren)'s progress within the spring report.

12. Working with external experts

When appropriate to do so, external experts such as the School Health Team or a local authority advisor on e-safety will be invited to speak to the children and/or Parents / Carers. Such experts will have informed the class teacher / PSHE subject leader of the contents of their presentations and resources used. When sex education is taught, parents will be informed of the content of the session prior to delivery. This policy will be shared with outside speakers prior to their delivery and external experts will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Where external experts are planning to use video resources (e.g. School Health Team nurses), teachers will review them and share them with parents in advance of the sessions.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

13. Equality and accessibility

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

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

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands 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.

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

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

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

14. Curriculum links

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

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

15. Behaviour

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

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

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

16. Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Staff should reassure pupils that: their interests will be maintained; encourage them to talk to parents and carers; ensure that pupils know that teachers cannot guarantee complete confidentiality but that children will know first if it must be broken. Teachers will alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

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

Staff should ensure that children are informed of sources of confidential advice where applicable.

17. Monitoring quality

The PSHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects. Monitoring activities will include a mixture of the following:

- Lesson observations
- Pupil Voice
- Learning walks
- Book Looks
- Lesson planning scrutiny

The PSHE subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects as part of PSHE.

18. Monitoring and review

The governing board is responsible for approving this policy.

This policy will be reviewed every four years by the relationships, sex and health education subject leader and headteacher. The next scheduled review date for this policy September 2025. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

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

Responsibility: PSHE Subject Leader

Date created: September 2021

Next review date: September 2025

Appendix 1 – Jigsaw PSHE Programme of Study

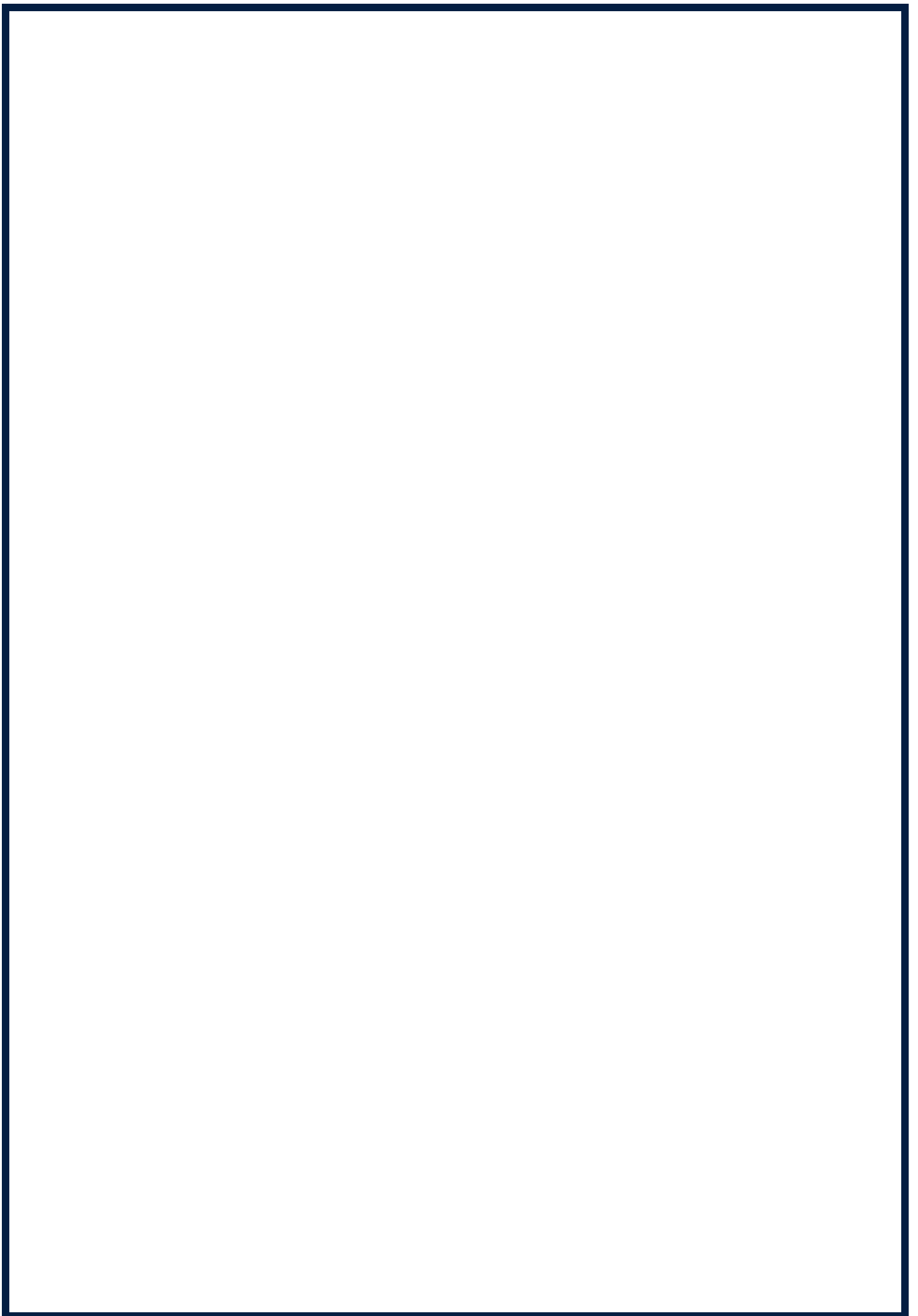
Jigsaw PSHE is fully compliant with the Department for Education Statutory Relationships & Health Education Guidance. Jigsaw PSHE 3-11 has been mapped by Year Group and Puzzle (unit of work) showing the depth and breadth of the curriculum coverage. The numbers in the boxes refer to the lesson plan in that Puzzle (unit) that contributes most to the specific statutory outcome. Screenshots taken from: Jigsaw 3-11 and statutory Relationships and Health Education.



| Relationships Education By the end of Primary pupils should know: | | Year 3 - Ages 7-8 | | | | | Year 4 - Ages 8-9 | | | | | | |
|--|--|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Respectful relationships | (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs | 2 | 5,6 | 1 | | 2 | | 2,3 | 2 | 3 | 5,6 | 4-6 | |
| | (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships | 3 | 5 | 6 | | 6 | | 5 | 1,2 | | 1,2,5 | 4,5 | |
| | (R14) the conventions of courtesy and manners | 5,6 | 5 | 5 | | | | 2,4 | | 5 | 6 | 4,5 | |
| | (R15) the importance of self-respect and how this links to their own happiness | | 6 | 5 | 6 | | | | 5,6 | | 6 | | |
| | (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority | 3 | 5,6 | | | 6 | | 3 | 5,6 | 6 | 5,6 | 4-6 | |
| | (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help | | 3-5 | | | 3 | | | 3 | | | | |
| | (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive | | 5 | | | 1 | 5 | | | | | | |
| | (R19) the importance of permission-seeking and giving in relationships with friends, peers and adults | 5,6 | | | | 2 | | 4 | | | 2,6 | 4,6 | |



| Relationships Education By the end of Primary pupils should know: | | Year 3 - Ages 7-8 | | | | | Year 4 - Ages 8-9 | | | | | | |
|--|--|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Online relationships | (R20) that people sometimes behave differently online, including by pretending to be someone they are not | | 5 | | 5 | 3 | | | 2 | | 2,5 | | |
| | (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous | 4 | 5 | | 5 | 3 | | | 2 | | 2 | | |
| | (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them | | | | 4,5 | 3 | | | 2,3 | | 2,6 | | |
| | (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met | | 5 | | 4,5 | 3 | | | | | | | |
| | (R24) how information and data is shared and used online | | | | 4,5 | 3 | | | | | | | |





| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 3 - Ages 7-8 | | | | | | Year 4 - Ages 8-9 | | | | | |
|---|--|----------------------|------------------------|------------------|------------|---------------|-------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Internet safety and harms | (H11) that for most people the internet is an integral part of life and has many benefits | | | | 4,5 | 3 | | | | | | | |
| | (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing | | | | | 3 | | | | | | | |
| | (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private | | 5 | | | | 3 | | 3 | | | | |
| | (H14) why social media, some computer games and online gaming, for example, are age restricted | | | | | | 3 | | | | | | |
| | (H15) 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 | | 5 | | | | 3 | | | | | | |
| | (H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted | | | | | | 3 | | | | | | |
| | (H17) where and how to report concerns and get support with issues online | | | | 3,4 | 3 | | | | | | | |



| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 3 - Ages 7-8 | | | | | | Year 4 - Ages 8-9 | | | | | |
|---|---|----------------------|------------------------|------------------|------------|---------------|-------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Physical health and fitness | (H18) the characteristics and mental and physical benefits of an active lifestyle | | | | 1,2,6 | | | | | | | | |
| | (H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise | | | | 1,2,6 | | | | | | | | |
| | (H20) the risks associated with an inactive lifestyle (including obesity) | | | | 1,2 | | | | | | | | |
| | (H21) how and when to seek support including which adults to speak to in school if they are worried about their health | | | | 3-5 | | | | | 3,4 | | | |

| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 3 - Ages 7-8 | | | | | | Year 4 - Ages 8-9 | | | | | |
|---|---|----------------------|------------------------|------------------|------------|---------------|-------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Healthy eating | (H22) what constitutes a healthy diet (including understanding calories and other nutritional content) | | | | 1,2 | | | | | | | | |
| | (H23) the principles of planning and preparing a range of healthy meals | | | | 1,2 | | | | | | | | |
| | (H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) | | | | 1,2 | | | | | 4 | | | |



| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 3 - Ages 7-8 | | | | | Year 4 - Ages 8-9 | | | | | |
|---|---|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships |
| Drugs, alcohol and tobacco | (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking | | | | 3 | | | | | 3,4 | | |

| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 3 - Ages 7-8 | | | | | Year 4 - Ages 8-9 | | | | | |
|---|---|----------------------|------------------------|------------------|------------------------------------|---------------|-------------------|----------------------|------------------------|------------------------------------|------------|---------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships |
| Health and prevention | (H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body | | | | | | | | | 3,4 | | |
| | (H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer | | | | Additional lesson on website (KS2) | | | | | Additional lesson on website (KS2) | | |
| | (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn | | | | 2 | | | | | | | |
| | (H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist | | | | | | | | | | | |
| | (H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing | | | | | | | | | | | |
| | (H31) the facts and science relating to allergies, immunisation and vaccination | | | | | | | | | | | |



| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 3 - Ages 7-8 | | | | | Year 4 - Ages 8-9 | | | | | |
|---|--|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships |
| Basic first aid | (H32) how to make a clear and efficient call to emergency services if necessary | | | | 4 | | | | | | | |
| | (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries | | | | | | | | | | | |

| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 3 - Ages 7-8 | | | | | Year 4 - Ages 8-9 | | | | | |
|---|---|----------------------|------------------------|------------------|------------|---------------|-------------------|----------------------|------------------------|------------------|------------|---------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships |
| Changing adolescent body | (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes | | | | | | 3,4 | | | | | 2,3 |
| | (H35) about menstrual wellbeing including the key facts about the menstrual cycle | | | | | | 3,4 | | | | | 3 |



| Relationships Education | | | | | | | Relationships Education | | | | | | | |
|---|---|----------------------|------------------------|------------------|------------|---------------|-------------------------|----------------------|------------------------|------------------|------------|---------------|-------------|-----|
| Year 5 - Ages 9-10 | | | | | | | Year 6 - Ages 10-11 | | | | | | | |
| By the end of Primary pupils should know: | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | |
| Families and the people who care for me | (R1) that families are important for children growing up because they can give love, security and stability | | | | | | | | | | | | 3 | |
| | (R2) 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 | | | | | | | | | | | | | |
| | (R3) 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 | | | | | | | | 2 | | | | | |
| | (R4) 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 | | | | | | | | | | | | | 3,4 |
| | (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong | | | | | | | | | | | | | |
| | (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed | | | | | | | | 5 | | | 3,4 | | 4 |



| Relationships Education | | | | | | | Relationships Education | | | | | | |
|---|--|----------------------|------------------------|------------------|------------|---------------|-------------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| Year 5 - Ages 9-10 | | | | | | | Year 6 - Ages 10-11 | | | | | | |
| By the end of Primary pupils should know: | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Caring friendships | (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends | | | | | | | 5 | | | 3,4 | | 4 |
| | (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties | | | | | | | | | | | 4 | 4 |
| | (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded | | 3,4 | | | | | | | | | 4 | 4 |
| | (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right | | 3,4 | | | | | | | | | 4 | |
| | (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed | | | | | 2,6 | | | 3,4 | | 3,4 | 5 | |



| Relationships Education | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | | |
|---|--|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| By the end of Primary pupils should know: | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Respectful relationships | (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs | 3,4 | 1,2 | 5,6 | 4 | 2-6 | | 2-6 | 2,5 | 4 | | | |
| | (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships | 4 | 6 | | | 1-6 | | 4-6 | 5,6 | 4 | | 4-6 | 4,5 |
| | (R14) the conventions of courtesy and manners | 3-6 | | | | 2-6 | | 4 | | | | | |
| | (R15) the importance of self-respect and how this links to their own happiness | 3 | 6 | 3 | 4,5 | 1 | 1 | | 1 | 1 | 1,6 | 2 | 1,5 |
| | (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority | 2 | 1 | 4 | 4 | 2,3 | | | 5,6 | 6 | 5,6 | | 5 |
| | (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help | | 4 | | | 2 | | | 4 | | | 4 | |
| | (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive | | 1 | | 4 | | | | 2 | | | | |
| | (R19) the importance of permission-seeking and giving in relationships with friends, peers and adults | | | | | 2,3 | | | 3 | | 6 | 4 | 4,5 |



| Relationships Education | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | | |
|---|--|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| By the end of Primary pupils should know: | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Online relationships | (R20) that people sometimes behave differently online, including by pretending to be someone they are not | | | | | 2-6 | | | | | | 5 | |
| | (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous | | | | | 2-6 | | 3 | | | | 5,6 | |
| | (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them | | | | | 2-6 | | | | | | 5,6 | |
| | (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met | | | | | 2-6 | | | | | | 5,6 | |
| | (R24) how information and data is shared and used online | | | | | 2-6 | | | | | | 5,6 | |



| Relationships Education By the end of Primary pupils should know: | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | | |
|--|--|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Being safe | (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) | | | | 4 | 2,3 | 1 | 4 | 3 | | 3,4 | 4-6 | |
| | (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe | | | | | 2,3 | 1 | | | | 6 | 4-6 | |
| | (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact | | | | 4 | | 1 | | | | 1,6 | 1,2 | 1,5 |
| | (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know | | | | | | | | | | | 4-6 | |
| | (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult | | 3 | | | 2,3 | | | | | | 5 | |
| | (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard | | 3 | | 3 | 2 | | | 4 | | 5,6 | 4 | 2 |
| | (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so | | 2 | | 3 | 2 | | | 3,4 | | 1-6 | 4 | |
| | (R32) where to get advice e.g. family, school and/or other sources | | 3,4 | | 3 | 2 | | | 3 | | 1-6 | 1-6 | 2,3 |



| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | | |
|---|--|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Mental wellbeing | (H1) that mental wellbeing is a normal part of daily life, in the same way as physical health | | | | 6 | 6 | 6 | | | | 1,5,6 | 1,2 | 1,5 |
| | (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations | 2 | 3 | 1 | 6 | 1 | 3 | 2,3 | 6 | 3 | 2 | 3 | 6 |
| | (H3) 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 | 2 | 3 | 1 | 6 | 1 | 3 | 2,3 | 6 | 3 | 2 | 3 | 6 |
| | (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate | | 2 | | 5,6 | 1 | 5,6 | 4 | 1 | 5 | 5,6 | 1-3 | 1,5,6 |
| | (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness | | | | 6 | 5 | 1 | | | | 1,5,6 | 1,2 | |
| | (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests | | | | 6 | | 1 | | | | 1,5,6 | 1,2 | 1,5,6 |
| | (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support | 5 | 3,4 | | | 1 | | | 1-3 | 4 | 1,5,6 | 1-3 | 1 |
| | (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing | | 4 | | | 2,3 | | | 4 | | 2-4 | 4 | |
| | (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) | | 3,4 | | 3 | 2,3 | | | | | 1-6 | 1-4 | 1-6 |
| | (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough | | | | 4-6 | 2,3 | 1 | | 1,2 | | 1-6 | 1-3 | 1, 5,6 |



| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | |
|---|---|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships |
| Internet safety and harms | (H11) that for most people the internet is an integral part of life and has many benefits | | | | 2-6 | | | | | | 5,6 | |
| | (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. | | | | 2-6 | | | | 5,6 | 5,6 | | |
| | (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private | | | | 2-6 | | | 3,4 | | | 5,6 | |
| | (H14) why social media, some computer games and online gaming, for example, are age restricted | | | | 2-6 | | | | | | 5,6 | |
| | (H15) 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 | | | | 2-6 | | | | | | 5,6 | |
| | (H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted | | | | 2-6 | | | | | | 5,6 | |
| | (H17) where and how to report concerns and get support with issues online | | | | 2-6 | | | 3,4 | | 1-6 | 1-6 | |



| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | |
|---|---|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships |
| Physical health and fitness | (H18) the characteristics and mental and physical benefits of an active lifestyle | | | | 6 | 1 | | | | 1,5,6 | 1,2 | |
| | (H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise | | | | 6 | | | | 1,5,6 | | | |
| | (H20) the risks associated with an inactive lifestyle (including obesity) | | | | 6 | | | | 6 | | | |
| | (H21) how and when to seek support including which adults to speak to in school if they are worried about their health | | | | 1-6 | | | | | 1,6 | 1,2 | |

| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | |
|---|---|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships |
| Healthy eating | (H22) what constitutes a healthy diet (including understanding calories and other nutritional content) | | | | | | | | | | | |
| | (H23) the principles of planning and preparing a range of healthy meals | | | | | | | | | | | |
| | (H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) | | | | 1,2 | | | | | 1,2 | | |



| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | | |
|---|---|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Drugs, alcohol and tobacco | (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking | | | | 1,2 | | | | | | 2 | | |

| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | | |
|---|---|----------------------|------------------------|------------------|------------------------------------|---------------|---------------------|----------------------|------------------------|------------------------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Health and prevention | (H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body | | | | | | | | | | | | |
| | (H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer | | | | Additional lesson on website (KS2) | | | | | Additional lesson on website (KS2) | | | |
| | (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn | | | | | 5 | | | | 5,6 | | | |
| | (H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist | | | | Additional lesson on website (KS2) | | | | | | | | |
| | (H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing | | | | | | | | | | | | |
| | (H31) the facts and science relating to allergies, immunisation and vaccination | | | | | | | | | 1 | | | |



| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | | |
|---|--|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Basic first aid | (H32) how to make a clear and efficient call to emergency services if necessary | | | | 3 | | | | | | | | |
| | (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries | | | | 3 | | | | | | | | |

| Physical Health and Mental Wellbeing By the end of Primary pupils should know: | | Year 5 - Ages 9-10 | | | | | Year 6 - Ages 10-11 | | | | | | |
|---|---|----------------------|------------------------|------------------|------------|---------------|---------------------|----------------------|------------------------|------------------|------------|---------------|-------------|
| | | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Changing adolescent body | (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes | | | | | | 2-4 | | | | | | 2 |
| | (H35) about menstrual wellbeing including the key facts about the menstrual cycle | | | | | | 2 | | | | | | 2,3 |

Appendix 2 - National curriculum in England: primary curriculum (DfE: 2013)

Science - Year 5

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.

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.

Notes and guidance (non-statutory)

Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

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

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

References

Sex Education Forum, (2020). *Definitions for Relationships and Sex Education*. Hackney, p. 6.