



# St Michael's C E Primary

## Relationships, Sex Education and Health Education Policy

**"We are the seeds. Our school is the good ground which provides everyone with all they need to grow and achieve." *(Our children)***

St Michael's is a Church of England Primary School built on distinctive Christian Values at the very heart of its community.

*We will provide:*

- a welcoming, inclusive school with strong relationships across our community, that celebrates diversity;
- excellent teaching with a nurturing approach, guiding first steps to next steps;
- an inspirational and challenging curriculum which ignites curiosity, encourages resilience and grows confidence so children become lifelong learners;
- a happy, safe and stimulating environment in which children can achieve their full potential;

So that our children will flourish in all they do and become good citizens

**"And some seed fell on good ground. This seed grew and made 100 times more grain." *(Luke 8:8)***

## 1. Statement of Intent

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

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

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

The aim of Rel Ed & RSE 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 Rel Ed & 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.
- Avoid being pressured into uncomfortable or dangerous situations.
- Communicate effectively by developing the appropriate language for sex and relationship issues.
- have an understanding of seeking permission and consent
- Develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.
- Have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- Be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

## 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 Evaluation Schedule 2018
- Valuing All God's Children 2019
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education - Statutory Safe Guarding Guidance (2018)
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)

This policy works in conjunction with the following policies:

- Safeguarding (including child sexual exploitation)
- Behaviour
- SEND
- Equal Opportunities
- Anti-bullying
- Mental Health and Well-being
- Personal, Social and Health Education
- Social, Moral and Cultural and Spiritual Development

## 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 on and off line. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships.

For the purposes of this policy "Relationships and sex education" (RSE) is defined as teaching pupils about is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving

relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

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

Rel Ed and RSE reflect our aims of ‘Achieving and Growing together’. It fits in with our nurturing approach and supports understanding at each stage of a child’s development. Our approach to Rel Ed and RSE supports children to flourish and become good citizens. Our approach for Rel Ed and RSE helps to prepare children for the next stage in development as they transfer to secondary school. The learning they receive with us builds a foundation for future learning and growing up.

#### 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 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 religious ethos of our school is maintained and developed through the subjects.

The Head teacher is responsible for:

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

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

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

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

Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, 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, and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Liaising with the School Nurse, where appropriate, to support the delivery of the curriculum.
- Working with the relationships, 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 will be delivered as part of the school's PSHE 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

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

The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupil's wider needs and we have consulted with parents, 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 Head Teacher.

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 our school, we teach pupils sex education beyond what is required of the science curriculum.

Parents 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.

## 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.

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

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

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

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

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

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

Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils.

We are currently using a range of resources to support our curriculum. A summary of the content that is currently taught during each Year Group is outlined at **Appendix 5**

[Medway Public Health Directorate relationships and sex education schemes of work for key stages 1-3](#)

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

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

- Questionnaires and surveys
- Focus groups - including pupil groups
- Meetings
- Training sessions
- Newsletters and letters
- Website

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

Parents are provided with the following information:

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



## 11. Right to withdraw from sex education

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

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

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

Once those discussions have taken place, the Head teacher will respect the parents' request to withdraw the child except where in respect of content that must be taught as part of the science curriculum.

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

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

If a pupil is withdrawn from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal. **Appendix 6**

## 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 the policy

Monitoring of the delivery, content, teaching and assessment of RSE should be linked to the usual school monitoring procedures. This section should outline how monitoring takes place and the process by which the RSE curriculum is reviewed.

This policy will be monitored and reviewed on an annual basis by the relationships, sex and health education subject leader and head teacher.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The local Governing Body is responsible for approving this policy.

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

## Appendix 1

### A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)<sup>1</sup>

At St Michael's CE Primary 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 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 Act<sup>2</sup> 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.

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<sup>1</sup> 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.

<sup>2</sup> 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 is never right.
11. How to recognise who to trust and who not to trust.
12. How to judge when a friendship is making them feel unhappy or uncomfortable.
13. How to manage conflict.
14. How to manage different situations and how to seek help from others if needed.

#### **Respectful relationships**

By the end of primary school, pupils will know:

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

### **Online relationships**

By the end of primary school, pupils will know:

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

### **Being safe**

By the end of primary school, pupils will know:

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



## **Appendix 3**

### **Health education overview**

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

#### **Mental wellbeing**

By the end of primary school pupils will know:

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

#### **Internet safety and harms**

By the end of primary school, pupils will know:

50. That for most people, the internet is an integral part of life and has many benefits.
51. About the benefits of rationing time spent online.
52. The risks of excessive time spent on electronic devices.
53. The impact of positive and negative content online on their own and others' mental and physical wellbeing.
54. How to consider the effect of their online actions on others.
55. How to recognise and display respectful behaviour online.
56. The importance of keeping personal information private.
57. Why social media, some computer games and online gaming, for example, are age-restricted.



58. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
59. How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
60. Where and how to report concerns and get support with issues online.

### **Physical health and fitness**

By the end of primary school, pupils will know:

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

### **Healthy eating**

By the end of primary school, pupils will know:

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

### **Drugs alcohol and tobacco**

By the end of primary school, pupils will know:

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

### **Health and prevention**

By the end of primary school, pupils will know:

69. How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
70. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
71. The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
72. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

- 73. About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- 74. The facts and science relating to immunisation and vaccination.

#### **Basic first aid**

By the end of primary school, pupils will know:

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

#### **Changing adolescent body**

By the end of primary school, pupils will know:

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

## **Appendix 4**

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

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

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

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

### **Ensuring content is appropriate**

The safety of children is of paramount importance in school.

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

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

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

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

A summary of the content that is currently taught across the school:

### September 2020 and then September 2022

	Aut 1		Aut 2	Spr 1		Spr 2	Sum 1		Sum 2
	Relationships			Living in the wider world			Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
EYFS	Select and use activities and resources Play with others Seeing myself as a valuable individual Build constructive friendships (Art) Express feelings			Develop sense of responsibility and community Think about perspectives of others			Show more confidence Follow rules Talk about feelings Show resilience Identify and moderate own feelings Manage own needs		
KS1	Roles of different people; families; feeling cared for	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	The internet in everyday life; online content and information	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Growing older; naming body parts; moving class or year	How rules and age restrictions help us; keeping safe online
LKS2	What makes a family; features of family life	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How data is shared and used	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Risks and hazards; safety in the local environment and unfamiliar places
UKS2	Managing friendships and peer influence	Recognising and managing pressure; consent in different situations	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	Evaluating media sources; sharing things online	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Human reproduction and birth; increasing independence; managing transition	Keeping safe in different situations, including responding in emergencies, first aid and FGM

### September 2021 and then 2023

	Aut 1		Aut 2	Spr 1		Spr 2	Sum 1		Sum 2	
	Relationships			Living in the wider world			Health and Wellbeing			
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe	
EYFS	Select and use activities and resources Play with others Seeing myself as a valuable individual (Art) Build constructive friendships Express feelings			Develop sense of responsibility and community Think about perspectives of others			Show more confidence Follow rules Talk about feelings Show resilience Identify and moderate own feelings Manage own needs			
KS1	Making friends; feeling lonely and getting help	Recognising privacy; staying safe; seeking permission	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	Different jobs and skills; job stereotype s; setting personal goals	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	
LKS2	Positive friendships, including online	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How the internet is used; assessing information online	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Personal strengths and achievements; managing and reframing setbacks	Medicines and household products; drugs common to everyday life	
UKS2	Attraction to others; romantic relationships; civil partnership and marriage	Physical contact and feeling safe	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	How information online is targeted; different media types, their role and impact	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	

## Appendix 5

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

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

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

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

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

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

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

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

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

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

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

#### **Key Stage 1 - Year 2**

## **Animals, including humans**

### **Statutory requirements**

Pupils should be taught to:

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

### **Notes and guidance (non-statutory)**

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

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

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

## **Key Stage 2 -**

### **Living things and their habitats**

#### **Statutory requirements**

Pupils should be taught to:

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

## **Animals, including humans**

### **Statutory requirements**

Pupils should be taught to:

- describe the changes as humans develop to old age.

### **Notes and guidance (non-statutory)**

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

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

**Appendix 6: Parent / Carer Form: Withdrawal from Sex Education**

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



## Parental Responsibility

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

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

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

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

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

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

## Prohibited steps order

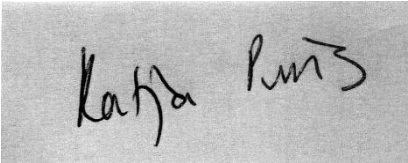
A prohibited steps order imposes a specific restriction on the exercise of responsibility. This means that no step specified by the court, which a parent could take in meeting his/her parental responsibility, can be taken without the consent of the court.

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

This policy has been approved by the Governing Body and Head teacher of St. Michael’s C of E Primary School.

Chair of Governors ....


Signed: ... ..

A rectangular box containing a handwritten signature in black ink that reads "Katja Purvis".

Print Name: ... .. Katja Purvis.....

Date:... ..20.03.23.....

Head Teacher

Signed: .....  .....

Print name:.....GAVIN JOHNSTON.....

Date: .....20.03.23.....

REVIEW DATE ... March 2024 .....