




Relationships and Health Education Policy

Policy Date:	6 th July, 2020		
Policy Review Date:	July 2023	Headteacher Debra Bailey	
Ratified by Governing Body:			
Chair of Governors Sue Welford		Insert Signature	

Relationships and Health Education Policy (RSHE)

Rationale and Ethos

This policy covers our school's approach to Relationship, Sex and Health Education. It was produced by staff, governors and members of local schools through consultation with parents and other interested stakeholders.

We define 'relationships and sex education' as 'enabling children to embrace the challenges of creating a happy and successful adult life.'

We believe relationships, sex and health education is important for our pupils and our school because:

- It is giving children the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self- efficacy.
- It is about giving children the opportunity to put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- It is the recognition that everyone faces difficult situations in their lives and how relationship and sex education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support

We view the partnership of home and school as vital in providing the context to both complement and reinforce what pupils learn at home about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as how to be healthy.

Our school's overarching aims for our pupils are:

- to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.
- to know how to be safe, including online
- to be healthy both mentally and physically healthy
- to be able to manage their academic, personal and social lives in a positive way
- to demonstrate personal attributes including kindness, integrity, generosity, honesty, respect and tolerance in order to contribute to adult life in British Society

We ensure RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND.). This will be achieved by ensuring content and teaching is differentiated to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we will ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.

We will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. As a school we will ensure we comply with the relevant provisions of the Equality Act 2010, recognising under which sexual orientation and gender reassignment are amongst the protected characteristics. We ensure RSHE fosters gender equality and LGBT+ equality by ensuring content is age appropriate and developmentally appropriate. It will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. Content will be integrated into programmes of study for RSHE within our PSHE curriculum and will not be taught as stand-alone units.

The intended outcomes of our programme are that pupils will:

- know and understand the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- understand they have a right to personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical touch. Recognise and know how to report abuse, including emotional, physical and sexual abuse
- understand they have a responsibility to treat each other with kindness, consideration and respect including when on line, permission seek and give and understand the concept of privacy
- develop the skills of being able to express their emotions and seek help where needed, to build friendship and recognise how this can support mental well being
- develop the personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and sense of justice, and character traits such as perseverance, working towards long term goals, dealing with setbacks, resilience permission seeking and giving, and the concept of personal privacy
- understand how the Equality Act 2010 relates to them as a child and through adult life, to recognise and challenge any form of discrimination

Roles and Responsibilities

The RSHE programme will be led by PSHE leaders with the support of senior leaders and the governing body/trustees.

It will be taught by class teachers and delivered through the school curriculum and wider opportunities within the school.

The aims and intended outcomes of our approach are encompassed within the school visions and values to promote learning.

The RSHE programme will be supported by additional staff in school, appropriate external visitors and developed through advice from professional associations.

Governors

As well as fulfilling their legal obligations, the governing bodies should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn from non-statutory content
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Headteacher and PSHE Leader

It is the responsibility of the Head Teacher/PSHE leader to ensure that

- both staff and parents are informed about our RSHE policy, and that the policy is implemented effectively.
- Staff are given sufficient training, so that they can teach about relationship and sex education effectively, and handle any difficult issues with sensitivity.
- they liaise with external agencies regarding the school RSHE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- Monitoring of this policy on a regular basis, and report to governors when requested, on the effectiveness of the policy.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSHE
- Contribute their views and ideas in support of the development of RSHE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

External Visitors

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.

School will ensure:

- Validity of the visitor or visiting organisation's credentials.
- Teaching delivered by the visitor fits with the planned programme and published policy.
- Discussion occurs in relation to the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Review the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSHE is taught
- Understand their rights and responsibilities in relation to RSHE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

Legislation

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools.

The RSHE policy supports/complements the following policies

- PSHE policy
 - Safeguarding Policy
 - Anti-Bullying Policy
 - Equality Policy and statement
 - Acceptable use of IT policy
- Documents that inform the school's RSHE policy include:
 - Education Act (1996)
 - Learning and Skills Act (2000)
 - Education and Inspections Act (2006)
 - Equality Act (2010),
 - Supplementary Guidance SRE for the 21st century (2014)
 - Keeping children safe in education – Statutory
 - safeguarding guidance (2019)
 - Children and Social Work Act (2017)
 - DFE guidance RSHE 2019

Curriculum Design

Our RSHE programme is an integral part of our whole school PSHE.

High quality relationships and sex education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach RSHE on the understanding that:

- it is taught in the context of family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect, both in person and online;
- it makes a significant contribution to our duty to safeguard and protect all children;
- it plays a key role in improving health outcomes for children and young people such as reducing teenage pregnancy and risk taking behaviour, including online behaviour

We teach about relationships and sex through different aspects of the curriculum. While we carry out the main RSHE in our PSHE curriculum, we also do some RSHE through the statutory science curriculum and other subject areas, such as PE and ICT. We believe all these contribute significantly to children's knowledge and understanding of positive relationships, their own bodies, and how they are changing and developing.

Our relationship and sex education provision and will cover

Relationships	Health and mental well being	Other foci Living in the Wider World – Beyond DFE framework
Families and people who care for me Caring friendship Respectful friendships Online Relationships Being Safe Sex education	Mental Well-being Internet Safety and Harm Physical health and fitness Healthy Eating Drug, alcohol and tobacco Health and prevention Basic First Aid Changing Adolescent Body	Economic Well-being Enterprise Careers

The overriding concepts explored through the curriculum are:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- Relationships (including different types and in different settings, including online)
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and ‘win-win’ outcomes)
- Career (including enterprise, employability and economic understanding)

We understand the importance of ensuring that all children in our school receive their entitlement to RSHE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSHE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSHE Curriculum meets the needs of all:

- We will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSHE Programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including support staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

Our RSHE programme will be taught through a range of teaching methods and interactive activities, including use of drama techniques, scenario script writing, videoing, animating, range of presentation styles, debate, discussions, investigating and analysing information, blogs, podcast, journaling/diary writing

Lessons will be differentiated by all staff or visitors delivering sessions to ensure that individual needs of children are met.

Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context. High quality resources will support our RSHE provision and will be regularly reviewed. We will avoid a 'resource-led' approach to delivering RSHE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our Curriculum for RSHE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSHE.

Learning about relationships and sex education in PSHE education lessons will link to/complement learning in Science, Religious Education, Health Education, including mental health education. Sex education is a non-compulsory part of the RSHE education we offer. Parents have the right to request their child be withdrawn. More details on this aspect can be found in the Sex Education Policy attached in Appendix 3

Pupils will be encouraged to reflect on their own learning and progress, either through self-

evaluation tools or through discussion. . This will be integral within the approach to assessment of RSHE. We recognise that it is difficult for teachers to accurately assess a pupil's self-confidence or sense of their own identity and values,

however, pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Assessing learning must therefore use a combination of teacher assessment and pupil self- and peer assessment.

The learning we wish to assess will relate to the pupils' attributes and skills (such as resilience, negotiation, self-awareness, risk management and interpersonal skills), as well as the knowledge and understanding related to the context (for example bullying, consent, mental and emotional health).

An overview of the learning in each year group can be found on the school website and in Appendix 1 and Appendix 2 attached.

Staff Training

Teaching RSHE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSHE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSHE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSHE will be offered opportunities to consult with advisors.

Safe and effective practice

We will ensure a safe learning environment through ensuring RSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected.

Teachers and pupils will agree ground rules at the beginning of any RSHE work, in addition to those already used in the classroom.

They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information

In order to protect children's privacy, we will employ teaching and learning strategies known as distancing techniques, which will enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos, and theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

We acknowledge that sensitive and potentially difficult issues will arise in RSHE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSHE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question, where appropriate in consultation with a child's parent. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated person for child protection in line with school policy.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to relationship and health education. In particular, members of the local health authority, such as the school nurse and other health professionals, and our local community police officer, can give us valuable support with our RSHE programme. We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the PSHE Co-ordinator/Class teacher, taking account of the age and needs of the group and the context of the work within the RSHE programme.
- Visitors will be reminded that, whilst contributing to RSHE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE Co-ordinator/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

Pupils will be able to raise questions anonymously by utilising question boxes in class
All staff teaching RSHE will be supported by advice from the professional body, PSHE Association and through planned CPD. Teachers will see advice from the PSHE

leader or a senior leader in school if they have any questions relating to curriculum content or the delivery within lessons

Safeguarding

Our RSHE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding/Child Protection policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in *Keeping Children Safe in Education*. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Where a concern or disclosure is raised teachers or other adults working with the child will consult with the designated safeguarding lead and in his or her absence their deputy safeguarding lead. Staff will respond in a similar way if a child indicates that they may have been a victim of any other type of abuse, including FGM. Staff should be familiar with the specific procedures relating to the reporting of FGM (see our Child Protection Policy). The Designated Safeguarding Lead will then deal with the matter in consultation with other social, health and education professionals, in accordance with statutory safeguarding procedures. Protocols identified in the school safeguarding policy will be followed.

Visitors/external agencies which support the delivery of RSHE will be required to inform the designated safeguarding lead or deputy in accordance with the school policy

The protocol for inviting visitors into lessons:

- Prior to the commencement of any visit, visitors will be given a copy of the schools safeguarding policy and protocol for reporting disclosures
- All visitors will be given a copy of the RSHE policy

Engaging Stakeholders

The school acknowledges that the primary role in children's RSHE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation.

Parents will be informed about the policy through consultation, information meetings and through written correspondence.

The policy will be available to parents through the school website

We are committed to working with parents and carers by holding information sessions, providing workshops for parents to enable them to be confident to answer their children's questions and through signposting via targeted support in school or through the school website, to other resources to support them at home.

We work closely with parents to ensure that they are fully aware of what is being taught. As part of our whole school approach to RSHE, Parent Information sessions and opportunities for parents to view the materials and resources used will be held.

Each year these sessions will be repeated to ensure all new parents are fully aware of the school curriculum.

We will notify parents when Relationships, Sex and Health Education will be taught, by written communication and through the sharing of our curriculum coverage plans.

From September 2020 Parents/carers do not have the right to withdraw their children from relationship or health content.

We acknowledge that parents have the right to withdraw their children from all or part of the sex education taught in the school except for those parts included in the statutory National Curriculum: all children are expected to learn the content of the national science curriculum (see Appendix 1). Parents are encouraged to establish exactly what is covered in the lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.

If a parent wishes their child to be withdrawn from any part of our sex education lessons, they should discuss this first with the Head Teacher, make it clear which aspects of the programme they do not wish their child to participate in and confirm their request in writing. The school always complies with the wishes of parents in this regard that is not part of statutory NC Science.

If a parent/carer requests that their child be removed from sex education, we will arrange for the child to be educated in another class who are not participating in the lesson and provide support by giving the parent access to the materials.

This Policy describes the governors' views on how RSHE will be delivered in addition to requirements of the National Curriculum.

It is the responsibility of the governors to ensure, through consultation, that the RSHE Policy reflects consideration of the views of parents of our community. It is the responsibility of governors to ensure that the Policy is made available to parents.

In order to facilitate this process, the RSHE Policy will appear annually on the agenda of a governors' meeting. The Policy will be made available for parents/carers on the school website and a link governor with responsibility for safeguarding (to include RSHE) will be nominated.

Pupil voice will be used to review and tailor our RSHE programme to match the different needs of pupils.

Monitoring, reporting and evaluation

Teachers will critically reflect on their work in delivering RSHE through the evaluation of lessons, discussion with senior leaders and through monitoring activities led by the PSHE leader.

We will involve children in the evaluation and development of their RSHE in ways appropriate to their age.

- We will refer to local/countywide/national data
- We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities
- We will encourage children to ask questions as they arise by providing anonymous question boxes.
- We will ask children to reflect on their learning and set goals for future learning.
- We will consult children (e.g. through School Council) about their perception of the strengths of our RSHE programme and the areas to be further developed.

The governing body or trustees are responsible for monitoring the delivery of our RSHE policy. Governors give due consideration to any comments from parents about the RSHE programme, and require the Head Teacher to keep a written record of parents' comments

Key Stage 1 (age 5-7 years)**Year 1 pupils should be taught to:**

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Notes and guidance

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.

Key Stage 2 (age 7-11 years)**Year 5 pupils should be taught to:**

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Notes and guidance

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

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.

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.

Year 6 pupils should be taught to:

recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Notes and guidance

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. Note: At this stage, pupils are not expected to understand how genes and chromosomes work.

'The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'

Department for Education, September 2013

Rushey Mead Primary School: PSHE School Overview


	Autumn Term				Spring Term				Summer Term			
Core Themes :	Core Theme 1: Health and Wellbeing				Core Theme 2: Relationships				Core Theme 3: Living in the wider world			
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Strands :	No Out Siders	Physical	No Out Siders	Relationships	No Out Siders	Social	No Out Siders	Emotional	No Out Siders	Economic Wellbeing	No Out Siders	Being a Responsible Citizen
EYFS	The Family Book by Todd Parr LO: To understand that all families are different.	Experiment with different ways of moving and negotiate space successfully Key question: What ways can I move?	You Choose by Nick Sharratt & Pippa Goodheart LO: To say what I think.	Initiating conversations and taking into account what others say. Key Question: How can I be a good friend?	Mommy, Mamma and Me by Leslea Newman and Carol Thompson LO: To celebrate my family.	Confident in speaking to others and our own needs, wants and opinions. Key Question: What do I like?	Blue Chameleon by Emily Gravett LO: To make friends with someone different	Describing ourselves in positive terms and understanding that our actions affect other people. Key Question: What am I good at?	Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt LO: To understand that it's OK to like different things.	Understand the concept and value of money Key Question: Why do we have money?	N/A	Understand that people and themselves in the community have an impact on the area they live in. Key Question: What do you do for others?
Y1	Elmer by David McKee LO: To like the way I am.	Keeping safe And healthy Key Question: How can I be Healthy?	Ten Little Pirates by Mike Brownlow and Simon Rickerty LO: To play with boys and girls	Growing and Caring for Ourselves Key Question: How do I feel?	That's not how you do it by Ariane Hofman-Maniyar LO: To accept people are different	Beginning to Understand me and others Key Question: What makes us special?	Max the Champion by S. Stockdale LO: To understand that our bodies work in different ways.	Knowing what to do Key Question: How do we keep safe?	My World, your World by Melanie Walsh LO: To understand that we share the word with lots of people	Learning About Money Key Question: Where money comes from and how we can keep money safe?	N/A	Taking Part And Belonging Key Question: What do you love about yourself – A talent or skill, the way you behave etc.

Y2	The Great big book of families by M. Hoffman LO: To understand what diversity is	Keeping myself healthy Key Question: What is healthy eating?	The First Slodge by Jeanne Willis LO: To understand how we share the world	Differences Key Question: How do we show our feelings?	The Odd Egg by Emily Gravett LO: To understand what makes someone feel proud	Others and me in my class Key Question: How do others in my class see me?	What the Jackdaw saw by Julia Donaldson and Nick Sharratt LO: To feel proud of being different	Developing Confidence Key Question: How do you achieve your potential and have positive relationships?	Blown Away by Rob Biddulph LO: To be able to work with everyone in my class	Keeping Money Safe Key Question: How can we keep money safe?	N/A	Rights and Responsibilities Key Question: What rights and responsibilities do you have to yourself and others?
	Autumn Term				Spring Term				Summer Term			
Core Themes :	Core Theme 1: Health and Wellbeing				Core Theme 2: Relationships				Core Theme 3: Living in the wider world			
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Strands :	No Out Siders	Physical	No Out Siders	Relationships	No Out Siders	Social	No Out Siders	Emotional	No Out Siders	Economic Wellbeing	No Out Siders	Being a Responsible Citizen
Y3	Big Bob, Little Bob by James Howe LO: To use my pupil voice	Safe and healthy at home, school and locally Key Question: How can I improve my healthy lifestyle?	This is our house by Michael Rosen LO: To understand what discrimination means	Valuing differences And keeping safe Key Question: What things make us different?	Two Monsters by David McKee LO: To find a solution to a problem	Supporting friends And other people Key Question: How can I be a good friend?	The Hueys in the New Jumper by Oliver Jeffers LO: Use strategies to help someone who feels different	More about me What can I share about me that is new?	Beegu by Alexis Deacon LO: To be welcoming	Let's Go Shopping Key Question: How can I pay for goods in a range of different ways?	N/A	Diversity and Society Key Question: What is my place in society in a diverse world?
Y4	Dogs don't do ballet by A. Kemp and S. Ogilvie LO: To know when to be assertive	Internet Safety and harm Key Question: How can I use the internet safely?	King and King by L.de Hann and S. Nijland LO: To understand why people choose to get married	Growing Up Key Question: How do we grow and change?	The Way back home by Oliver Jeffers LO: To overcome language as a barrier	Who are these people? Key Question: What makes a community?	The Flower by John Light LO: To ask questions	Taking more control Key Question: What affects my emotional well-being?	Red: A crayon's story by Michael Hall LO: To be who you want to be	Work and Money Key Question: Where Does Money Come from?	N/A	The Environment and our Rights Key Question: What rules for behaviour can help to establish a safe and positive environment?
Y5	Where the Poppies Now Grow by H.	Drug Education Key Question: What are the	Rose Blanche by Ian McEwan	Changes at Puberty Key Question: How do our	How to heal a broken wing by Bob Graham	Being strong Key Question: How do we confidently	The cow who climbed a tree by	Moving on with Confidence and	N/A	Let's Make Money Key Question: Can I	And Tango make Three by J. Richardson	The Media and Human Rights Key Question:

	Robinson and M. Impey LO: To learn from our past	risks and benefits of using drugs?	and R. Innocenti LO: To justify my actions	bodies change?	LO: To recognise when someone needs help	express our thoughts and feelings to our peers	Gemma Merino LO: To exchange dialogue	Clarity Key Question: What is the role of the media and advertising in portrayal of images?		recognise the value of money and understand financial risks associated with the internet.	and P. Parnell LO: To accept people who are different from me	Do I understand how the media influences people's choices and decisions?
Strands :	No Out Siders	Physical	No Out Siders	Relationships	No Out Siders	Social	No Out Siders	Emotional	No Out Siders	Economic Wellbeing	No Out Siders	Being a Responsible Citizen
Y6	My Princess Boy by C. Kilodavis and S. DeSimone LO: To promote diversity	Safe and healthy In the future Key Question: How can we keep ourselves safe and healthy when we move on to secondary school and adulthood.	The Thing by Simon Puttock and Daniel Egneus LO: To welcome difference	Relationships and reproduction Key Question: What constitutes a positive, healthy relationship and can I describe the life process of reproduction in humans.	The Island by Armin Greder LO: To challenge the causes of racism	Me and my place in The world Key Question: Do I have the confidence in having the strategies to thrive in the future	Leaf by Sandra Dieckmann LO: To overcome fears about difference	Celebrate the past and welcome the future	Dreams of Freedom by Amnesty International LO: To recognise my freedom	Money in My Future	N/A	Democracy and Government



Sex Education Policy

Policy Date:			
Policy Review Date:		Headteacher Debra Bailey	
Ratified by Governing Body:			
Chair of Governors Sue Welford		Insert Signature	

The teaching of Sex Education at Rushey Mead Primary School, using an integrated and consistent approach, is an important aspect of pupils' education. Sex and relationship education includes supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. We believe that the teaching of sex and relationships should be shared with parents and be mutually supportive and complementary. It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop,

In this document, sex and relationships education relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance. We do not use sex and relationships education as a means of promoting any form of sexual orientation.

The policy has been developed to ensure that staff and parents or carers are clear about the statutory requirements regarding sex and relationships education, and that the pupils receive their educational entitlement. Through implementation of this policy, the school will meet specific aspects of the legal and statutory requirements.

It is our intention that all children have the opportunity to experience a programme of sex education within our RSHE provision at a level which is appropriate for their age and physical development with differentiated provision if required.

The Moral and Values Framework

Sex and relationships education is required to be taught within a moral framework. Children will learn about moral values through all aspects of school life and in all curriculum areas, We aim to:

- help pupils develop sensitivity and respect for themselves and others;
- provide a friendly and caring environment in which children are able to ask questions and further their understanding;
- support pupils in taking responsibility for their actions and the consequences of their actions;
- provide equality of opportunity for all children in a caring community in which each individual is encouraged to make a valuable contribution.

Aims of Sex Education

Taking account of the age, maturity and needs of the pupils, sex education aims to:

- provide the knowledge and information to which all pupils are entitled;
- help children to develop feelings of self-respect, self-esteem, self-confidence, sympathy and empathy;
- provide the confidence to be participating members of society and to value themselves and others;

- prepare pupils for puberty and encourage them to take responsibility for their own actions;
- give them an understanding of reproduction and sexual development;
- give them an understanding of the importance of health and hygiene;
- develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- respect and care for their bodies;
- answer pupils' questions honestly and sensitively – referring the children to parents where appropriate; give them information on where individuals and families can get help and support.

Context

We teach sex education in the context of the school's aims and values framework. Whilst sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all work in school. In particular, we teach it with the beliefs that:

- It should be taught in the context of loving relationships and family life;
- It is part of a wider personal, social, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

Teaching and Learning including Delivery of the Curriculum

We teach sex education discretely. However, some relationship aspects are covered through our PSHE curriculum, and some of the biological aspects are covered in Science. The curriculum for RSHE at Rushey Mead maps out lesson objectives for each year group. These themes progress as children move through the school. (Appendix 1 and 2)

The Role of Parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's RSHE and Sex Education policies and practice;
- answer any questions that parents may have
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Sex and RSHE Education in the school.

The Role of the Headteacher

It is the responsibility of the headteacher to ensure that both staff and parents are informed about our Sex Education policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Headteacher monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

The Role of the School and Other Members of the Community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. Health professionals are expected to work within the school's Sex Education policy and on the instructions of the headteacher.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. Boys and girls will be taught in separate groups with a same sex tutor (ie: girls will be taught by a female teacher). However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection policy.

Answering Difficult Questions

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child. If the staff member is concerned, they can refer to the headteacher who can discuss the matter with the parent, or follow other appropriate procedures. All Key Stage 2 classes have a 'Question box' in their classroom during the half term in which they are being taught sex education, so that they can ask questions anonymously.

Procedures for Withdrawal of Pupils

Parents and carers have the right to withdraw their child from sex education lessons, but not statutory science lessons. However, should you be considering such a step, first talk it through with your child and their class teacher, and then, if necessary, contact the headteacher.

Children with Additional Needs

It is up to the school to make sure that the needs of all pupils are met. This may mean additional support within lessons, small group or individual lessons and an adapting of resources to enable access. Parents may need to be consulted individually with regard to children with additional needs, especially if the pupil has a very low mental and or emotional age.

Monitoring and Evaluating the Policy

Teacher assessment will inform discussion about the successful implementation of the policy.

Judgements about the success of the policy can also be made through gathering evidence from school staff about how the policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how sex education provision is meeting their needs.