



Eastfield Primary Academy

Relationships and Health Education Policy

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<i>Date of Policy Review:</i>	<i>September 2020</i>	<i>Policy Reviewed by:</i>	<i>Anna Rawlings</i>
<i>Date of Policy Review:</i>	<i>January 2023 – Staff names updated</i>	<i>Policy reviewed by:</i>	<i>Kerry Thompson</i>

Introduction

Eastfield Primary Academy is an Academy that cares for its children. This policy provides clear guidance on how we aim to educate our children regarding relationship sex and health education.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Vision

At Eastfield Primary Academy, we endeavour to educate our children to help keep themselves and others safe and healthy. To nurture their natural inquisitiveness and to support them morally and pastorally to prepare them to contribute positively to their community in the 21st century.

Aim

At Eastfield Primary Academy we aim to ensure that our children know how to keep themselves safe and healthy, and have positive and safe relationships with others.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

What is Relationships and Health Education?

"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 except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance 2019 p.4-5

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance p.8

"All schools must have in place a written policy for Relationships Education and RSE."

DfE Guidance p.11

Relationships and Health Education is a vital part of our growing up. It helps children understand how people relate to each other, build self-esteem and develop personal identity. It is always taught in the context of a family situation and includes both the physical and psychological parts of relationships and sex.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

Why is it important?

Relationships and Health Education is important because it helps children to develop healthy attitudes towards themselves, their physical and mental growth, and recognising and understanding feelings towards each other. It also teaches them about the rights and responsibilities involved in making mature decisions about relationships, sex and health.

Specific Aims and Objectives for Relationships and Health Education.

- ✓ to give children the knowledge, that is age appropriate, the skills and understanding they need in order to lead healthy lives, make informed decisions and behave in a responsible way in matters concerning relationships, sex and health.
- ✓ to develop their personal and social skills, including self-respect and empathy for others.
- ✓ to learn about the value of family life and the value of love, respect and care.
- ✓ to learn about the different types of families and the people who make up that family.
- ✓ to help children develop healthy attitudes towards relationships, sex and health.
- ✓ to help children realise that relationships, health and sex are not taboo subjects, they are a natural part of our lives
- ✓ to help children recognise different types of relationships, including friendships, family relationships and dealing with strangers
- ✓ how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- ✓ how relationships may affect health and wellbeing, including mental health;
- ✓ healthy relationships and safety online.

Relationships and Health Education including Sex Education

Eastfield Primary Academy doesn't teach 'sex education' as a stand-alone element to the PSHE curriculum and is not a statutory part of the curriculum. However, we believe it is a crucial element to our children's development and understanding of themselves and others. The 'Changing Me' unit is taught from Foundation Stage to Year 6 and is always in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous year's learning. Please note: at no point will a child be taught something that is inappropriate; and if a question does arise and the teacher feels it would be inappropriate to answer (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's programme. In Year 6, there will be an opportunity for boys and girls to pose questions separately. Parents do have a right to withdraw their child from this element of the programme.

The Changing Me Puzzle is all about coping positively with change and includes:

Ages 3 - 5 (Foundation Stage): Growing up: how we have changed since we were babies.

Ages 5 - 6 (Year 1): Boys' and girls' bodies; correct names for body parts.

Ages 6 -7 (Year 2): Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).

Ages 7 – 8 (Year 3): How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation.

Ages 8 – 9 (Year 4): Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms.

Ages 9 – 10 (Year 5): Puberty for boys and girls in more detail including social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.

Ages 10 – 11 (Year 6): Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager.

Parental Right to Withdraw

From September 2020, parents will not be able to withdraw from Relationships and Health Education, and this includes lessons on puberty, prejudice and discrimination, bullying, difference and diversity and different families.

Within the new DfE guidance and legislation for Relationships and Health Education, schools are actively encouraged to be open and honest with parents and carers about their intended Relationships and Health Education curriculum, and the resources they will be using.

Equality Act (2010)

At Eastfield Primary Academy, we pride ourselves in promoting equality and meeting the needs of all of our children and to improve outcomes for all, regardless of background, gender, race, sexual orientation or religion. Part of the Equality 'duty' is to teach children about rights and responsibilities, acceptance, empathy and understanding of others. As part of our curriculum offer, we will include people and families that are LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Questioning). Please refer to Appendix 2 for further information.

What our sessions don't do:

We do not teach or encourage children to be LGBTQ+
We do not teach what LGBTQ+ people do sexually or how their relationships function
We do not promote LGBTQ+ lifestyles as a preferential way of living
We do not undermine 'family values'

What our sessions do:

We teach our children to be kind, understanding and respectful to others even if they are perceived to be different.
We teach our children that people have rights but there are responsibilities to go with these.
We teach our children that there are laws to protect them and others from being hurt or abused and these help protect them from bullying.
We help clarify (age-appropriately) questions that children may have about the world.

Planning

Relationships and Health Education takes place through the teaching of PSHE (Jigsaw) and Science.

Curriculum Coverage:

We follow the Jigsaw programme of study.

Term	Unit	Content
Autumn 1	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber, homophobic, biphobic and transphobic bullying included) and understanding.
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

<u>At Key Stage 1 pupils are taught:</u>	<u>At Key Stage 2 pupils are taught:</u>
<ul style="list-style-type: none">> the names of the main parts of the body> to recognise how their behaviour affects other people.	<ul style="list-style-type: none">> the names of the main parts of the body> to recognise how their behaviour affects other people.> to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.> to recognise different risks in different situations and then how to behave responsibly, including sensible use and judging what kind of physical contact is acceptable and unacceptable.> to recognise how their behaviour affects other people.> to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.

In England and Wales, certain aspects of Relationships, Sex and Health Education are a statutory requirement as part of the Science National Curriculum.

<u>At Key Stage 1 pupils are taught:</u>	<u>At Key Stage 2 pupils are taught:</u>
<ul style="list-style-type: none"> > that animals, including humans, move, feed, grow and use their senses and reproduce. > that humans and other animals can produce off spring and that these offspring grow into adults. > that the life processes common to humans and other animals include nutrition, movement. > about the main stages of the human life cycle. 	<ul style="list-style-type: none"> > to describe the different lifecycles of a mammal, an amphibian, an insect and a bird. > To describe the life process of reproduction in some plants and animals. > To describe the changes as humans' develop to old age > To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function > To recognise that living things produce offspring of the same kind, but normally offspring are not identical to their parents.

The Role of Teachers

Eastfield will ensure that the needs of all children are met. Young people, whatever their developing sexuality, need to feel that Relationships and Health Education is relevant to them and sensitive to their needs.

Teachers will deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The issue of sexual orientation is one that will feature in discussions about sexuality. When it does arise, teachers will deal with the subject honestly and sensitively, giving objective information, allowing balanced discussion, and challenging homophobic, bi-phobic and trans-phobic comments. They will answer appropriate questions and offer support.

Effort is made by all class teachers to differentiate the learning experiences planned for children with special educational needs to enable them to receive an appropriate level of challenge in this area.

All children have the right to equality of access to Relationship and Health Education and it is the responsibility of the Class Teacher to ensure that individual needs are met (or to inform their line manager of any difficulties encountered in meeting individual needs) to facilitate equality of opportunity for all.

Teachers are aware that effective Relationships and Health education, which brings an understanding of what is and what is not acceptable in a relationship as well as 'Changing Me' units, can lead to disclosure of a child protection issue.

Disclosures from children may take place at an inappropriate place or time. If this happens, the teacher will talk again, individually, to the child before the end of the day.

Staff will follow the procedures in Eastfield's Child Protection and Safeguarding Policy, should this arise, and liaise with the Designated Safeguarding Lead for all child protection concerns.

Staff Teaching RSE

At Eastfield all members of teaching staff are responsible for the delivery of RSE. Those members of staff are listed below;

Hannah Barratt

Laura Dalling

Caitlyn Hewson-Hines

Zina Lewis

Jayne Maddison

Sarah Markham

Louise McCracken

Jo Mills

Rob Moody

Sam Neal

Kellie Payne

Katie Tordoff

Shenley Robertson

Laura Russell

Emma Spencer

Lesley Stublely

Kylie Watson

Nathan Watson

Jeanette Wright

Lucy Wrightson

Anna Wood

The Role of Parents

Eastfield is well aware that the primary role in children's Relationship and Health education, as well as 'Changing Me' units, lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at Eastfield through mutual understanding, trust and co-operation.

Parents don't have the right to withdraw their child from Relationship and Health Education as the Government (and the school) believe the contents of these subjects - such as family, friendship, safety (including online safety) - are important for all children to be taught. Parents have the right to withdraw their child from all or part of the sex education programme that we teach at Eastfield other than those that are required by the National Curriculum Science. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Principal, and make it clear which aspects of the programme they do not wish their child to participate in. Eastfield always complies with the wishes of parents in this regard.

Please note: the content of the Science Curriculum includes reproduction and is compulsory for all children.

The Role of the PSHE Leader

The teacher responsible for the delivery of Relationship and Health Education (including non-statutory elements of sex education) at Eastfield Primary Academy has the following responsibilities:

- ✓ To ensure that Relationships and Health Education is both planned for and implemented; they will make sure that the Relationships and Health Education taught, covers all the Programmes of Study laid down in the National Curriculum. They will ensure that Relationships and Health Education is available to all children including those with special educational needs.
- ✓ To liaise with external agencies regarding the Eastfield's Relationships and Health Education programme and ensures that all adults who work with children on these issues are aware of the Academy's policy, and that they work within this framework.
- ✓ To attend training necessary to update own professional expertise.
- ✓ To inform and engage with parents when the 'Changing Me' topics are going to be taught and inform them of their content. (Parent Consultation)

The Role of the Principal

It is the responsibility of the Principal to ensure that both parents and carers are informed about our Relationships and Health Education Policy, and that the policy is implemented effectively. It is also the Principal'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.

Monitoring

Monitoring will take place through informal discussions with staff who are delivering Relationships and Health Education sessions.

Evaluation

Evaluation will take place as a result of feedback from staff, pupils and parents. This will be analysed and acted upon where necessary.

Policy Review

The policy is reviewed on an annual basis or will be reviewed in the light of any statutory changes made by the DfE or as necessary in year.

Appendix A - RSE (2020) Objective Coverage

Relationships Education		Being Me in My World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing Me (Summer 2)
By the end of Primary, pupils should know:							
Families and the people who care for me	(R1) that families are important for children growing up because they can give love, security and stability	Y5	Y3 Y5 Y6			Y1 Y2 Y3 Y4	Y1 Y3 Y4 Y5 Y6
	(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	Y5	Y3 Y5 Y6			Y1 Y2 Y3 Y4	Y1 Y3 Y4 Y5 Y6
	(R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	Y5	Y3 Y5 Y6			Y1 Y2 Y3	Y1 Y3 Y4 Y5 Y6
	(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	Y5	Y3 Y5 Y6			Y1 Y2 Y3 Y4	Y1 Y3 Y4 Y5 Y6
	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		Y3			Y2	Y5 Y6
	(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Y5	Y3 Y6			Y2	Y1 Y6

Relationships Education		Being Me in My World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing Me (Summer 2)
By the end of Primary, pupils should know:							
Caring Friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	Y1 Y3 Y4 Y6	Y1 Y2 Y3 Y5 Y6	Y5 Y6	Y4 Y5	Y1 Y2 Y3 Y4 Y5 Y6	Y6
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	Y1 Y3 Y4 Y6	Y1 Y2 Y3 Y5 Y6	Y5 Y6	Y4 Y5	Y2 Y3 Y4 Y5 Y6	Y6
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Y1 Y3 Y4 Y6	Y1 Y2 Y3 Y4 Y5 Y6	Y5 Y6	Y4 Y5	Y1 Y2 Y3 Y4 Y5 Y6	Y6
	(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right	Y4 Y6	Y1 Y2 Y3 Y5 Y6		Y4 Y5	Y1 Y3 Y4 Y5 Y6	Y6
	(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	Y4 Y6	Y1 Y2 Y3 Y4 Y5 Y6		Y4 Y5	Y1 Y2 Y3 Y4 Y5 Y6	Y6

Relationships Education		Being Me in My World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing Me (Summer 2)
By the end of Primary, pupils should know:							
Respectful Relationships	(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	Y1 Y2 Y3 Y4 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6	Y4 Y5	Y1 Y2 Y3 Y4 Y5 Y6	Y6
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships	Y1 Y2 Y3 Y4 Y5 Y6	Y1 Y2 Y3 Y5 Y6	Y2 Y3 Y4 Y6	Y4 Y5	Y1 Y3 Y4 Y5 Y6	Y6
	(R14) the conventions of courtesy and manners	Y1 Y2 Y3 Y4 Y5	Y2 Y3 Y6	Y2 Y3 Y4	Y5	Y1 Y4 Y5	Y6
	(R15) the importance of self-respect and how this links to their own happiness	Y2 Y5 Y6	Y3 Y4 Y5 Y6	Y2 Y3 Y5 Y6	Y1 Y4 Y5 Y6	Y1 Y5 Y6	Y2 Y6
	(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	Y1 Y2 Y3 Y4 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6	Y4 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6	Y1 Y6
	(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help		Y1 Y2 Y3 Y4 Y5 Y6		Y5	Y5 Y6	
	(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive		Y2 Y5 Y6	Y2 Y5 Y6	Y5 Y6	Y3 Y5 Y6	Y3 Y6
	(R19) the importance of permission seeking and giving in relationships with friends, peers and adults	Y2 Y3 Y4 Y5 Y6	Y2 Y6	Y2 Y3 Y4 Y6	Y4 Y5 Y6	Y1 Y2 Y4 Y5 Y6	Y1 Y2 Y6

Relationships Education		Being Me in My World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing Me (Summer 2)
By the end of Primary, pupils should know:							
Online Relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not	Y3 Y4	Y2 Y3 Y4 Y6		Y3 Y4 Y5	Y2 Y3 Y5 Y6	Y6
	(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous	Y3	Y2 Y3 Y4 Y6		Y3 Y4 Y5	Y3 Y5 Y6	Y6
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	Y4	Y2 Y4 Y6		Y3 Y4 Y5	Y2 Y3 Y5 Y6	Y6
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	Y3	Y3 Y4 Y6		Y3 Y4 Y5	Y3 Y5 Y6	Y6
	(R24) how information and data is shared and used online		Y3		Y3 Y4 Y5	Y3 Y5 Y6	Y5 Y6

Relationships Education		Being Me in My World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing Me (Summer 2)
By the end of Primary, pupils should know:							
Being Safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Y2 Y3 Y4 Y6	Y1 Y2 Y3 Y4 Y5 Y6		Y3 Y4 Y5 Y6	Y1 Y2 Y4 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6
	(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe		Y4 Y5 Y6		Y3 Y5 Y6	Y2 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact		Y5		Y5 Y6	Y1 Y2 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know				Y3 Y6	Y1 Y2 Y5 Y6	Y6
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult	Y2	Y1 Y2		Y3 Y4 Y6	Y2 Y5 Y6	Y1 Y2 Y3 Y4 Y6
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard	Y2 Y6	Y1 Y3 Y4 Y5 Y6		Y3 Y4 Y5 Y6	Y1 Y2 Y4 Y5 Y6	Y2 Y5 Y6
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so	Y6	Y1 Y2 Y3 Y4 Y5 Y6		Y3 Y4 Y5 Y6	Y2 Y5 Y6	Y2 Y5 Y6
	(R32) where to get advice e.g. family, school and/or other sources	Y3 Y6	Y1 Y2 Y3 Y4 Y5 Y6		Y2 Y3 Y4 Y5 Y6	Y1 Y2 Y4 Y5 Y6	Y1 Y2 Y4 Y5 Y6

Physical Health and Mental Wellbeing		Being Me in My World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing Me (Summer 2)
Mental Wellbeing	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health	Y6	Y5	Y5 Y6	Y1 Y2 Y4 Y5 Y6	Y5 Y6	Y5 Y6
	(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	Y1 Y2 Y3 Y4 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6
	(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	Y1 Y2 Y3 Y4 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6	Y1 Y2 Y3 Y4 Y5 Y6
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Y1 Y6	Y3 Y4 Y5 Y6	Y1 Y3	Y4 Y5 Y6	Y4 Y5 Y6	Y4 Y6
	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness		Y2	Y1 Y2 Y5 Y6	Y1 Y3 Y5 Y6	Y5 Y6	Y5 Y6
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests			Y1	Y1 Y2 Y3 Y5 Y6	Y4 Y5 Y6	Y5 Y6
	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	Y1 Y5	Y1 Y3 Y4 Y5 Y6	Y5 Y6	Y2 Y5 Y6	Y4 Y5 Y6	
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.		Y1 Y3 Y4 Y5 Y6	Y2	Y3 Y5	Y5 Y6	Y5
	(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	Y5	Y1 Y3 Y4 Y5 Y6	Y2 Y6	Y1 Y3 Y5 Y6	Y4 Y5 Y6	Y5 Y6

	<p>(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p>	Y5	Y5 Y6	Y6	Y5 Y6	Y4 Y5 Y6	Y5 Y6
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Physical Health and Mental Wellbeing		Being Me in My World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing Me (Summer 2)
By the end of Primary, pupils should know:							
Internet Safety and Harms	(H11) that for most people the internet is an integral part of life and has many benefits	Y4	Y2 Y3 Y4 Y6		Y3 Y5	Y3 Y5 Y6	Y5 Y6
	(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	Y4	Y2 Y4 Y6	Y4	Y3 Y5	Y3 Y5 Y6	Y5 Y6
	(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	Y4	Y2 Y3 Y4 Y6		Y3 Y4 Y5	Y3 Y5 Y6	Y6
	(H14) why social media, some computer games and online gaming, for example, are age restricted	Y4	Y3		Y3	Y3 Y5 Y6	Y5 Y6
	(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health	Y4	Y2 Y3 Y4 Y6	Y4	Y3 Y4 Y5	Y3 Y5 Y6	Y5 Y6
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	Y4	Y3 Y6		Y3 Y5	Y3 Y5 Y6	Y5 Y6
	(H17) where and how to report concerns and get support with issues online	Y4	Y4 Y6	Y2	Y3 Y4 Y5	Y3 Y5 Y6	Y5 Y6

Physical Health and Mental Wellbeing		Being Me in My World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing Me (Summer 2)
By the end of Primary, pupils should know:							
Physical Health and Fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle			Y1	Y2 Y3 Y5 Y6	Y6	Y5 Y6
	(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise			Y1	Y2 Y3 Y6		Y5
	(H20) the risks associated with an inactive lifestyle (including obesity)			Y1	Y2 Y3 Y6	Y5	Y5
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health		Y6		Y2 Y3 Y4 Y5 Y6	Y5	Y5

Physical Health and Mental Wellbeing		Being Me in My World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing Me (Summer 2)
By the end of Primary, pupils should know:							
Drugs, Alcohol & Tobacco	(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				Y1 Y2 Y3 Y4 Y5 Y6		

Physical Health and Mental Wellbeing		Being Me in My World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing Me (Summer 2)
By the end of Primary, pupils should know:							
Healthy Eating	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)				Y1 Y2 Y3 Y5 Y6		Y5
	(H23) the principles of planning and preparing a range of healthy meals				Y1 Y2 Y3 Y5 Y6		Y5
	(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)				Y1 Y2 Y3 Y5 Y6		Y5

Physical Health and Mental Wellbeing		Being Me in My World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing Me (Summer 2)
By the end of Primary, pupils should know:							
Health & Prevention	(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body				Y4 Y6		Y4
	(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer				Y1 Y3 Y6		
	(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn				Y1 Y2 Y3 Y5 Y6		
	(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist				Y1 Y2 Y3 Y6		
	(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing				Y1 Y5 Y6		Y3 Y4 Y6
	(H31) the facts and science relating to allergies, immunisation and vaccination				Y6		

Physical Health and Mental Wellbeing		Being Me in My World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing Me (Summer 2)
By the end of Primary, pupils should know:							
Basic First Aid	(H32) how to make a clear and efficient call to emergency services if necessary				Y3 Y5		
	(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries				Y5		

Physical Health and Mental Wellbeing		Being Me in My World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing Me (Summer 2)
By the end of Primary, pupils should know:							
Changing Adolescent Body	(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes						Y1 Y2 Y3 Y4 Y5 Y6
	(H35) about menstrual wellbeing including the key facts about the menstrual cycle						Y3 Y4 Y5 Y6

Science Progression and Coverage

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Plants	They make observations of animals and plants and explain why some things occur and talk about changes.					Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. (Y6 - Living things and their habitats) Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)
Living things and their habitat	make observations of animals and plants and explain why some things occur and talk about changes.		Notice that animals including humans, have offspring which grow into adults			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.	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Y6 - Evolution and inheritance) Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to

							evolution. (Y6 -Evolution and inheritance)
Animals including humans	make observations of animals and plants and explain why some things occur and talk about changes	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Notice that animals, including humans, have offspring which grow into adults.			Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats) Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)	
Evolution and Inheritance	make observations of animals and plants and explain why some things occur and talk about changes		Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans)			Describe the life process of reproduction in some plants and animals. (Living things and their habitats - Y5)	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Appendix B – What does our curriculum teach about LGBTQ+ issues?

(Taken from Jigsaw – Including and valuing ALL children: What does Jigsaw teach about LGBTQ issues?)

Why include teaching about LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Questioning, Plus) issues?

1. Ensuring all children feel included.

School (and wider society) is a place where all children should feel safe and respected. There are a variety of family situations in British society; some children will have parents who are separated, some may live with a mum and a dad, some may have step-parents, and some may be fostered or adopted. Some may have other family arrangements; and some will have LGBTQ+ parents or other LGBTQ+ family members. Any child who lives in a family that is different from the stereotypical household of mum, dad, and children should not be made to feel less accepted, or that their family is any less loving and caring. Teachers would, of course, not set out to do this. However, if the only model of family life that is included in curriculum resources is that of mum, dad and children, what are the 'hidden messages' for children with families who sit outside of this pattern? Is my family not right or acceptable? Am I not acceptable? Should I not talk about my family? Will people pick on me because my family is 'different'? Children who feel unaccepted or isolated are more vulnerable to the effects of mental and emotional stigma and potentially less able to apply themselves to learning. Our philosophy values every child as a unique human being and does not discriminate but supports them all to achieve the best they can be.

Our PSHE lessons help children explore why a loving and caring family is important. They have been written so that no child is made to feel inadequate or unaccepted, whatever their family background.

2. Children may already be aware that some people are LGBTQ+, or could be using vocabulary such as 'gay' to insult others.

Children will have heard, or will come to hear, some words such as 'gay' or 'transgender'. They may know some LGBTQ+ people, or have seen them portrayed in movies, television programmes, TV adverts and on social media. As a result, children may have questions or have misunderstandings about what these terms means. Jigsaw lessons help by giving age-appropriate information, or assisting teachers to clarify children's questions age-appropriately. (See later).

Jigsaw also teaches children that **any word** used as an insult is hurtful and unkind. Within some of these lessons, children may raise homophobic or transphobic words they know or have used themselves. This affords teachers an opportunity to explain that using these words, in this way, is unacceptable. We are teaching children that respect and kindness are important values.

3. Teaching children to accept difference and to foster good relationships with others.

Here at Eastfield, we do not 'promote' LGBTQ+ lifestyles. However, it does raise children's awareness that some people in society are LGBTQ+. This is not done in isolation. When discussing similarity and difference in PSHE lessons, children learn about a whole range of differences, such as difference in physical appearance and personality, likes and dislikes, and that people can have differences of opinion. This helps them to understand that we are all unique human beings. Within the context of these lessons they will also be introduced to different cultures and ethnicities, people with different religions and beliefs, and about people with disability or special needs. They will also be aware that some people are LGBTQ+.

When discussing any differences between people, Jigsaw helps teach children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy, and responsible people, rather than judging them on appearance or whether a particular aspect of their lifestyle is different to their own. Children also learn about discrimination and prejudice including racism, sexism, and ageism.

The Jigsaw Puzzle (unit), 'Celebrating Difference' helps children to understand that difference does not need to be feared but can be a source of celebration. This supports schools with their obligation to align with the Equality Act 2010.

4. Schools have a duty to uphold the Public Sector Equality Duty (PSED)

The PSED or the Equality Act, as it is more commonly known, requires schools to eliminate discrimination; advance equality of opportunity; and foster good relationships. By doing so, the Equality Act encourages schools to meet the diverse needs of children and to improve outcomes for all pupils regardless of background. Part of the Equality 'duty' is to teach children about rights and responsibilities, acceptance, empathy and understanding of others.

5. English schools have a duty to promote the spiritual, moral, social and cultural (SMSC) development of their pupils, including understanding British Values.

The requirement to develop children's spiritual, moral, social and cultural understanding is set out in the Education Act (2002). In 2014, additional guidance was published for schools with regards to teaching British values. Guidance states that schools should promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance, and makes it clear that children should learn about discrimination and how to combat it. As previously discussed, Jigsaw lessons, particularly in the Celebrating Difference units of work, include teaching children about acceptance, empathy, prejudice and discrimination, and the

rights and responsibilities they have as UK and global citizens. A school's SMSC education is an important part of the Ofsted inspection framework.

6. Schools have a legal obligation to safeguard their pupils.

In England, new legally-binding safeguarding guidance was released to schools in September 2018. This establishes that schools must protect all children from physical and emotional abuse including bullying on and off line and abuse that could happen from an adult or from other children. Teaching children to accept there are a whole range of differences in people, helps combat stigma, discrimination and bullying. Children also need to be taught how to access help if they are involved in a bullying, or abusive situation. Jigsaw's lessons, particularly in the Celebrating Difference and Relationships units of work, teach children why bullying can happen and why it is unfair, how to recognise a bullying/ abusive situation and how to get help. Within this work children discuss a wide range of reasons why some people are bullied, or become bullies, and this includes some discussion around name-calling which includes the inappropriate use of words such as 'gay' and 'lesbian' as an insult towards another person. Anti-bullying guidance issued to schools in 2016 makes it clear that any bullying work should include teaching children why inappropriate use of these words is wrong and homophobic.

7. Statutory Relationships and Health Education in England

The Department for Education has already passed legislation to include mandatory Relationships and Health Education in the National Curriculum for primary schools from September 2020. New school guidance was ratified in March 2019 and sets out to schools what they are expected to teach. Primary children will learn that not all families are the same and to respect these differences.

They will also learn about bullying and how to treat others with respect, whether this is within their immediate relationships, or in the wider community. The guidance also states that when learning about different families, care should be taken to avoid stigmatisation of children based on their home circumstances. It also reaffirms the duty for schools to comply with the Equality Act, where sexual orientation and gender-reassignment are two of the nine protected characteristics. The Relationships and Health Education guidance does not suggest a specific age when LGBTQ should be brought into the curriculum, but there is an expectation for it to be included in a sensitive and age-appropriate manner. Schools using Jigsaw will be compliant with these new regulations.

Appendix C - Frequently Asked Questions regarding LGBTQ+?

Q: How much LGBTQ+ teaching is there in Jigsaw?

It is firstly important to understand that any reference to adult relationships, whether LGBTQ or heterosexual people is NOT describing sexual activity as this would be inappropriate. Relationships lessons focus on respect and regard between people e.g. friendships and families.

In upper Key Stage 2 the Changing Me Unit age-appropriately explains puberty and the biology of human reproduction.

Jigsaw is a complete scheme of work for Personal, Social, Health Education (PSHE) covering the entire PSHE curriculum for primary children aged 4-11. **Only a very small number of these lessons in the entire scheme have any focus upon LGBTQ issues.**

Jigsaw's, and Eastfield's, philosophy is about inclusion and valuing all children.

Q: What LGBTQ+ material is taught in Key Stage One?

LGBTQ is not mentioned specifically in lessons for children aged 4-7. However, in lessons that explore differences in families, pictorial resources such as those below are used as a discussion focus. Questions such as; 'Which photos show a family?' 'What is important about a family?' and 'What does your family mean to you?' help children understand about their own and other's families and how a family is founded in love and respect. Should children raise the question about pictures that show a same-gender couple, Jigsaw's teacher notes suggest this is explained to children in the following way: 'Some children have two mummies or two daddies.' Teachers are not expected to go beyond this response, or give more detail, as that would not be age-appropriate. However, this does acknowledge and include any children who have LGBTQ people as part of their family.

Q: What LGBTQ+ content is discussed for children in Key Stage Two?

In materials for 7-11-year olds, some lessons about bullying provide opportunities for teachers to discuss and correct homophobic language the children may be using, such as the inappropriate use of the words 'gay' and 'lesbian', or the use of slang words that are LGBTQ-phobic. In the same lessons they will also be exploring racist and sexist language, or insulting language that is used about a person's physical appearance, their abilities, or whether they have special needs. In these lessons, teachers explain that any insult is unkind and hurtful. Teachers explain that being gay is

a type of adult relationship where two men or two women love each other in a romantic way, and if they choose, they can get married. Teachers are not expected to go beyond this definition and give more detail. It is simply explaining what being gay means and that the

word 'gay' (or other LGBTQ -related words) should not be used in an insulting or derogatory way.

In Jigsaw's Relationships and Changing Me lessons for pupils aged 7-11 that cover relationships, puberty, growing-up and how a baby is made, children are given opportunities to ask questions if there is something they don't understand. LGBTQ relationships or being LGBTQ are not explicitly discussed in the lessons, unless questions are raised about it. In which case, Jigsaw's teacher notes give possible age-appropriate ways for teachers to answer these questions. Some examples are below:

Q) What is being gay?

A) Being gay is when a man loves/ fancies another man in a romantic way, or a woman loves/fancies a woman. They may go out together as boyfriend and boyfriend, or girlfriend and girlfriend, or in time they may choose to get married.

Q) How does someone know they are gay?

A) A person usually knows they are gay or not when they are an adult and have finished going through puberty.

Q) How do gay people make a baby?

A) Gay couples can't make a baby themselves because a baby needs both a woman's ovum and a man's sperm to be made. Some gay people choose to adopt children. Some might get help from a doctor/science (e.g. IVF) to make a baby, in the same way that male/female couples do whose bodies can't have children. (If children push for more detail, teachers are advised to say they will learn more about different ways to make a baby in secondary school, and not to expand beyond the example answer).

Q) How do gay people have sex?

A) Gay people have sex in lots of different ways which is just the same as for couples who are male and female (straight/heterosexual). Sex is a special and private part of an adult relationship. (If children push for more detail, teachers are advised to say that in primary school lessons will focus on growing up, puberty and how babies are made, and they will learn more about LGBTQ relationships in secondary school and not to expand beyond the example answer).

Being Transgender

In one lesson for 10-11-year olds, children are introduced to the word 'transgender' so they understand what it means. This lesson has a focus on prejudice and discrimination where a transgender example is used. The Equality Act is also explained in an age-appropriate way. Being transgender is discussed in the following terms:

Most people are not transgender. A transgender person doesn't feel their body matches with their gender. Let me explain...a person who was born with a male body may feel they are female, and a person born with a female body may feel they are a male. There can be all sorts of reasons why this happens. Some transgender people choose to change their appearance or body so their gender matches with how they feel. This is called transitioning. Not all transgender people choose to do this though. (If children want more detail, teachers are advised to explain they will learn more about transgender people in secondary school and they should return to the focus of the lesson which is about prejudice and discrimination).

Jigsaw's decision to include this lesson was partly prompted by requests from schools who have pupils of primary age that have been identified as transgender, or are undergoing transition. Primary schools with a transgender pupil needed a lesson to help the rest of the class understand and empathise with their trans classmate. Jigsaw's decision was to include this lesson as a matter of course within the Year 6 (Age 10 -11) materials so children understand what being transgender means, in line with the Equality Act. But, if a school needed to use the lesson in earlier years (because they have a trans pupil in a specific class), they are free to do so and should adapt the lesson accordingly for the appropriate age group.

This lesson does not promote transgenderism as a preferred lifestyle. It simply explains what being transgender is, and how some people who are trans face unfair prejudice and discrimination, in the same way that other people do e.g. through racism, ageism, sexism and prejudice against people who are disabled.

Appendix D – Consultation with Parents

The DfE required all schools to consult with parents over the Relationships and Health Education Policy, and be ready to be in force from September 2020.

Due to Covid-19, consulting with parents directly was problematic. The academy consulted with parents by providing a PowerPoint explaining the changes, a copy of the policy and a letter from the Academy directing parents to a survey.

The period of consultation ran from Wednesday 22nd April 2020 until Wednesday 20th May 2020, a period of four weeks. Parents were contacted in a variety of ways and the materials were published on each phase's online learning platform on two separate occasions and text messages were sent 3 times directing parents to the documents and online survey. In the consultation period, there were 9 responses.

The key points were collected:

- 100% of parents felt the policy was easy to understand.
- 88% of parents felt there aren't any topics we should be covering, that we are not. 11% said there were topics we weren't covering but didn't leave a comment to expand further.
- 100% of parent agreed with all the topics we are covering.
- 78% of parents would like to notified when sex education topics are going to be taught.
- Parents gave a 4.2 star rating out of 5 displaying their confidence in the school to deliver the RSE curriculum that meets the needs of their children.