

Relationship, Health Education (RHE) and Sex Education Policy

March 2021

“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.”

(DfE 2019)

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21. **Premise**

The very complexity of today’s society and its highly varied structures and processes means that the areas of Relationships, Sex and Physical and Mental Health and are almost inextricably linked - this RSHE Policy acknowledges this. Indeed, the government recognises the importance of all three of these elements and the necessary freedom that schools have to deliver them – in considering their own age-range, context and circumstance. Our intention in this policy is not only to define each area but to also acknowledge the necessity of teaching them together, ***explicitly through the subjects of Science and PSHE***, but also through whole school events such as Diversity Week, Mental Health Days and Weeks, among other important initiatives.

We will endeavour in this policy to make clear the definitions of Relationships (R) Education, Sex (S) Education and Health (H) Education, despite their intrinsic links, and we’ll also clarify which parts of ‘Sex Education’ are mandatory, essentially those outlined in the Science Primary Curriculum. The connotations that the word ‘sex’ carries with it means that it is essential that parents and carers are aware of its meaning in relation to their child’s age and the mandatory age-appropriate teaching and learning that happens as part of the curriculum.

In 2013, Ofsted stated that: *“Lack of high-quality, age-appropriate sex and relationships education in more than a third of schools is a concern as it may leave children and young people vulnerable to inappropriate sexual behaviours and sexual exploitation. This is because they have not been taught the appropriate language or developed the confidence to describe unwanted behaviours or know where to go for help.”* We can all agree therefore that teaching this well is essential in preparing our children to be safe, happy and confident.

Our children learn about sex and relationships from the very youngest age, even if we don't talk with them and some of the things they learn are incorrect, confusing and frightening.

Effective RSHE does not encourage early sexual experimentation - but it does enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready. *Much of this will be covered in secondary school, but key learning and discussion needs to happen in all phases of primary school to enable knowledge and understanding to build appropriately.*

Learning here will help children to understand the difference between safe and abusive relationships and equip them with the skills to get help if they need it.

Parents and carers are the key people for their child's learning about relationships, health and sex and schools should always work in partnership with home. Urmston Primary will certainly endeavour to do this and parents and carers need to know that the school's RSHE programme will complement their role and support them in the education of their child regarding relationships, sex and health. We will ensure that parents’ and carers’ views are heard and that taught RSHE is culturally appropriate and inclusive of all of our children.

The Government website states that the following elements are mandatory for primary schools and must be included within RSHE policies:

* Define Relationships
* Set out the subject content, how it is taught and who is responsible for it.
* Describe how the subject is monitored and evaluated.
* Include information to clarify why parents do not have the right to withdraw their child.
* Many primary schools choose to teach some aspects of sex education, although this is not a requirement.

1. **Aims and Objectives**

We aim to provide a curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental and physical development of our pupils. We want a curriculum that prepares our pupils for the opportunities, responsibilities and experiences that happen in the next stages of their lives and a key part of this is promoting the core values of respect, love and care, in line with our school values of ***respect, resilience, responsibility, happiness, kindness and pride.***

There are three main elements to our RSHE programme:

* Gaining knowledge and understanding
* Developing positive attitudes and values
* Extending personal and social skills

At Urmston Primary School, we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate.

The objectives of Relationships, Sex and Health Education at Urmston Primary School are:

* To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
* To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
* To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.
* Provide a framework in which sensitive discussions can take place.
* Prepare children for puberty, and give them an understanding of the importance of health and hygiene.
* Help children develop feelings of self-respect, confidence and empathy.
* Create a positive culture around issues of sexuality.
* Help children identify and understand positive relationships.
* Teach children the correct vocabulary to describe themselves and their bodies.

1. **Definitions**

To understand how the teaching of Relationships, Sex and Health Education are connected in this policy, and in the curriculum, it is important to understand how it fits across both Primary and Secondary Education. RSHE is about the emotional, social and cultural development of children, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

It involves a combination of sharing information and exploring issues and values.

It is ***not*** about the promotion of sexual activity.

**Relationships Education** is learning about how to:

• be appreciative of existing relationships

• to form new healthy relationships

• to enjoy strong positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, partnerships, friendships and relationships with peers and adults.

**Health Education** aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

**Sex Education** in primary schools is not mandatory; however, the National Curriculum for Science in primary schools includes content about human body parts, growth, puberty and reproduction. Parents and carers do not have the right to withdraw from this aspect of the curriculum. This will be reiterated later in the policy.

*Note: Large parts of Relationships Education is covered without reference to sex. However, when teaching non-compulsory Sex Education, that is in addition to the National Curriculum (this is only the case in Year 6, with elements in Year 5 should they arise), it will be referred to as RSE (Relationships and Sex Education).*

1. **Curriculum and Delivery of RSHE at Urmston Primary School**

Although, as mentioned, the elements of RSHE are heavily linked, the two can broadly be split into Relationships and Sex Education (RSE), and Physical Health and Mental Wellbeing (PHMW).

We recognise the individual needs of our children and the diversity of our community. Through our education and our ethos, we will adopt a culture with the following words at its heart: **understand, accept, respect and celebrate**. Along with our school values, this is an ethos that will exist every day in school and not just on specific themed days. In line with government guidance, our curriculum will reflect this and focus on teaching the fundamental building blocks and characteristics of positive relationships including:

• Families and people who care for me

• Caring friendships

• Respectful relationships

• Online relationships

• Being safe

***We have developed our curriculum in consultation with parents and staff, taking into account the age and needs of children. It is set out as per Appendix 1 but may be adapted as and when necessary.***

As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way.

All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

• If a question is personal, the teacher will remind pupils of the rules and expectations.

• If the teacher doesn’t know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.

• If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting, the teacher will attend to it on an individual basis which may involve informing parents.

Sometimes pupils may ask questions about issues that are not part of the planned programme. This could show that the taught curriculum is not meeting their needs and will be fed back to the leader as part of the evaluation and monitoring process.

Large parts of RSHE is taught within the Personal, Social, Health Education (PSHE) curriculum.

***For more information about how our curriculum is broken down, see our PSHE overview in Appendix 2.***

PSHE is taught fortnightly, with a different focus for each half term. In PSHE, RSHE is significant throughout the year with a particular focus in the Spring term – this is made clearer in Appendix 2.

1. **Relationships Education**

Urmston Primary School aims to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The content will be age and developmentally appropriate. It will be taught sensitively and inclusively, with respect to the backgrounds, circumstances and beliefs of all pupils.

Planning is on a two year rolling programme and is grouped within the phases - Year 1 and 2, Year 3 and 4, and Year 5 and 6. The main RSE part of the planning in Spring is completely separate for each year group due to the age of the children.

Through PSHE lessons, Mental Wellbeing Weeks, Diversity Week, British Values Week, other SMSC days, school values and assemblies, pupils will be taught about what a relationship is, what friendship is, what family means, the diversity of families and who the people are who can support them. Pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.

The following objectives will be covered:

* Families and people who care for me.
* Caring Friendships.
* Respectful Relationships
* Online Relationships.
* Being safe

Teaching about relationships will be complemented by development of personal attributes e.g. integrity, generosity, and honesty. Respect for others will be taught in an age-appropriate way, in terms of understanding one’s own and others’ boundaries in play, in negotiations about space, toys, books, resources. This is also shown by the progression of skills throughout the PSHE skills. This will all, of course, fit with our school values of ***respect, resilience, responsibility, happiness, kindness and pride.***

Teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. The principles of positive relationships also apply online and teachers will address online safety and appropriate behaviour.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances and recognise that families of many forms provide a nurturing environment for children. Care needs to be taken to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Relationships Education will create an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Through Relationships Education schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse.

1. **Physical health and mental wellbeing (PHMW) Education**

Regarding Health Education, the focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing, mental wellbeing being a part of daily life as physical health is. This will mean children being taught about the benefits of exercise, good nutrition and sufficient sleep and giving the children the language and knowledge to understand the normal range of emotions that everyone experiences. Children should be taught how to protect and support their own and others’ health and wellbeing. Pupils will be taught the benefits of hobbies, interest and participation in their own community. The benefits of rationing time online and the risks of excessive use of electronic devices, computer games, social media and online gaming will also be included.

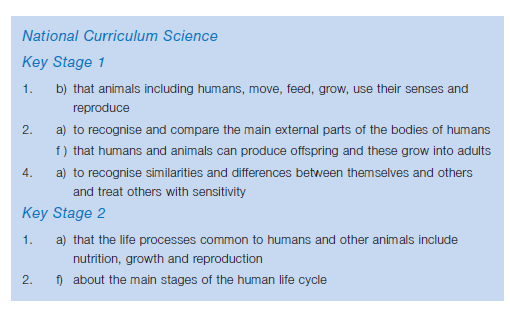
The following objectives will be covered:

* Mental Wellbeing
* Internet Safety and harms
* Physical health and fitness
* Healthy eating
* Drugs, alcohol and tobacco
* Health and Prevention
* Basic First aid
* Changing adolescent body

1. **Sex and Relationships Education...in the context of the National Curriculum**

**Legal Requirements**

Urmston Primary School has a statutory duty to teach the following as part of the National Curriculum Science Orders.



**EYFS Science**

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

**Key Stage 1 Science**

Through work in science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

**Key Stage 1 will include:**

* Noticing that animals, including humans, have offspring which grow into adults.
* The main external parts of the body (a letter will go home in the form of the Year 2 overview to inform parents of this happening).
* Recognising differences between themselves.

**Key Stage 2 Science**

Our policy is tailored to the age and the physical and emotional maturity of the pupils and we recognise the significance of other factors, such as special needs or disabilities. It ensures that, before the transition to secondary school, girls and boys are ready for the changes that adolescence brings and draws on the knowledge of the human life cycle set out in the national curriculum for Science – how a baby is conceived and born.

In science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people’s emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

**Key Stage 2 will include:**

* 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.
* Describe the changes as humans develop to old age.
* Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

**Parents do not have the right to withdraw their child/children from these above aspects of the Science curriculum. Furthermore, sex and relationship topics can arise incidentally in other subjects and it is not always possible to withdraw pupils from these relatively limited and often unplanned discussions.**

1. **Specific RSE lessons**

In Years 3-5, the only lessons outside of Science relating to this area will be part of keeping our children safe. The children will think about ‘The Underwear Rule’ and this will be supported by the NSPCC underwear rule resources. All these resources can be found on: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

Years 5 and 6 and cover the following themes.

**Year 5:**

***‘Changes’***

These sessions cover understanding the physical changes that take place during puberty, why they happen and how to manage them. This is part of Health Education.

**Year 6:**

***‘How Babies are Made’***

***‘How Babies are Born’***

These sessions explain how babies are made within the context of a stable, loving relationship. They show the children how a baby develops in the womb and how a baby is born.

**‘Girl Talk’**

**‘Boy Talk’**

These sessions further explore the physical and emotional changes that take place to both boys and girls during puberty. We need to ensure that children are prepared for physical and emotional changes during puberty. Emphasis will be put on friendships and relationships in previous years.

SRE is taught by the class teacher and with the help of the school nurse where needed. A range of teaching methods are which include use of video, discussion and looking at case studies.

Sex and Relationships Education is usually delivered in mixed gender groups. However, there are occasions where single gender groups are more appropriate and relevant.

Resources to teach Sex and Relationships Education include fiction, reference books, leaflets and extracts from videos. We use **Channel 4 Living and Growing - Units 2 & 3** (Available from Channel 4 Learning) and AMAZE animations may also be used. They describe themselves as taking, ‘the awkward out of sex ed. Real info in fun, animated videos that give you all the answers you actually want to know about sex, your body and relationships.’

Information can be found at: <https://amaze.org/?fbclid=IwAR3spzT59jt9fdnk2zn1m8owjOCLgaKKm5cdqU2iA0_ZwcgzP_-hqYUKgQI>

All year groups take part in age-appropriate lessons on ‘Growing and looking after ourselves’ in the Spring term. Year 6 also partake in lessons based on healthy relationships, grooming, keeping safe and online safety. These lessons are from ‘REAL LOVE ROCKS’ by Barnardo’s.

1. **Equality, Inclusion and Support (inc. LGBT lessons)**

In teaching Relationships Education, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. School must ensure that they comply with the relevant provisions of the **Equality Act 2010,** (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

As a school and a workplace, we are accepting and understanding of both staff members’ and students’ sexual orientation. Regardless of sexual orientation, staff will not promote their own viewpoints, but will use LGBT+ language where it is deemed appropriate. This includes the use of the words ‘gay’, ‘lesbian’, ‘bisexual’, ‘homosexual’ and ‘transgender’ in their appropriate contexts.

We will ensure that all of our teaching is sensitive and age appropriate in approach and content. At the point at which school consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson, for example during Diversity Week. Questions will inevitably arise from our children and it is important that these are dealt with honestly but with the necessary discretion, making clear that some areas will not be discussed until Year 7 and beyond.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference.

We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSE to deal with disadvantages facing those with a particular characteristic. RSE will be accessible to all regardless of their gender or background. Through the delivery of RSE, teachers will explore gender stereotypes and how they may limit a person’s potential and ensure that people of all genders receive information that is relevant to their needs.

Parents and carers are key partners in RSE and are best placed to support their children to understand how their learning at Urmston Primary School fits with their family’s faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught and when. We will use a range of materials and resources that reflect the diversity of the school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued. A range of different families and relationships will be explored within RSE. All children, whatever their identity, developing identity, or family background, need to feel that RSE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the school community and wider society where possible.

1. **Religion**

There are many different faith and cultural perspectives on aspects of RSE. We aim to deliver RSE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

In RSE lessons, a good understanding of pupils’ faith backgrounds and positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects. The religious background of all pupils must be taken into account when planning lessons on sex and relationships. School must comply with the relevant provisions of the **Equality Act 2010**, under which religion or belief are amongst the protected characteristics. We teach about faith perspectives: distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example, how their faith institutions may support people in matters of relationships and sex. Teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make – linking with British Values and our school values.

1. **Safe Learning in RSHE**

It is important that all pupils feel safe and able to participate in RSE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session. This relies on strong communication and respectful and empathic listening, which is a key skill in all Spiritual, Moral, Cultural and Social development.

1. **Children with special needs (SEND)**

In line with our Teaching and Learning policy, teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content of Sex and Relationships Education. The SEND code of practice will be taken into account when the teacher is planning for their class. Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals.

1. **Consulting Parents**

RSE is a partnership between Urmston Primary School and our parents and carers. Materials which will be used in the school’s RSE Programme can be seen by parents in school on request and we offer an open door policy that allows support parents and carers in how to talk to their children.

Urmston Primary School informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to discuss the content of the lessons and to view the videos and resources being used.

1. **Parents’ right to withdraw**

As mentioned, primary schools are not required to teach Sex Education. If parents are not happy with the content, they have the right to withdraw their children from any non-statutory components of Sex Education within RSE that is not included in the National Curriculum Science Orders.

Parents are unable to withdraw children from the Relationships Education lessons and Science as these are statutory.

***Our policy is that from Early Years to Year 5, we do not currently teach any of the non-statutory components of Sex Education other than what is currently in the National Curriculum for Science and set out in statutory guidance for PSHE in relation to physical health and wellbeing, and puberty (within Relationships). However, in Year 6, Conception, Birth and Pregnancy is discussed under ‘Sex Education’. This is non-statutory and parents and carers have the right to withdraw their children from these lessons. Of course, any concerns from any year group will be listened to, and should be put in writing and addressed to the Head teacher. Alternative work based on the year group curriculum will be given to children who are withdrawn from lessons for any reason.***

1. **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but questions they do not feel comfortable with answering within the classroom, or ones which are not age appropriate and beyond the Key Stage 2 objectives, may not be answered.

All objectives will be met through a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions and behaviours. Our teaching methods will take account of these differences including when they are specific to special educational needs or disabilities. There is also potential for a one to one discussion or in small groups. The teacher will make the decision on what is appropriate and when things should not be discussed as a whole class.

1. **Use of visitors**

“Visitors should complement but never substitute or replace planned provision. It is the PSHE co-ordinator’s and teacher’s responsibility to plan the curriculum and lessons.”

*Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11*

Although the above is historical guidance, when appropriate, visitors such as the school nurse may be involved in the delivery of Sex and Relationships Education, particularly in Key Stage 2.

1. **Child Protection / Confidentiality**

Teachers need to be aware that effective Sex and Relationships Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher/Designated Safeguarding Lead in line with the Local Authority procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

Teachers and support staff are consulted and advised about the policy.

1. **Monitoring and Evaluation**

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for Sex and Relationships Education.

The effectiveness of the SRE programme will be evaluated by assessing children’s learning and implementing change if required.

We will ensure that the units of work is effective and worthwhile.

This policy document will be available to parents via our website or via requesting a paper copy from the school office.

All staff will have an annual staff meeting to ensure they know the expectations and how to be supported.

1. **Statutory requirements**

We must provide Relationships Education to all children as per Section 34 of the Children and Social work act 2017. We are not required to provide Sex Education but we do need to teach the elements of Sex Education contained in the Science Curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. Revised Department for Education statutory guidance states that from September 2020 all schools must deliver Relationships Education in primary schools.

1. **Links with other policies and guidance**

*This policy is linked with the following guidance:*

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> Dfe Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019), <https://www.legislation.gov.uk/ukpga/2011/21/pdfs/ukpga_20110021_en.pdf> Education Act (2011), <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf> Keeping children safe in Education – Statutory safeguarding guidance (2020), <https://www.gov.uk/guidance/equality-act-2010-guidance> Equality Act (2010).

This policy is linked with the following school policies:

*Child Protection, Anti Bullying, Safe-guarding, PSHE, Science.*

**Lead Teacher: Mrs C Tuckey**

**Date: March 2021**

**This policy will be reviewed: March 2022**

**Governor: Suzanne Knights – Chair of Pupil Welfare and Wellbeing**

***Appendix 1:* Curriculum Coverage**

1. **Relationships and Sex Education (RSE)**

**Families and people who care for me**

Pupils should know:

* that families are important for children growing up because they can give love, security and stability
* the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives
* that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care
* that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up
* that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong
* how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

**Caring friendships**

Pupils should know:

* how important friendships are in making us feel happy and secure, and how people choose and make friends
* the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
* that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
* that most friendships have ups and downs, 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
* 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

**Respectful relationships**

Pupils should know:

* 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
* practical steps they can take in a range of different contexts to improve or support respectful relationships
* the conventions of courtesy and manners
* the importance of self-respect and how this links to their own happiness
* that in school and 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
* 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
* what a stereotype is, and how stereotypes can be unfair, negative or destructive
* the importance of permission-seeking and giving in relationships with friends, peers and adults

**Online relationships**

Pupils should know:

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

**Being safe**

Pupils should know:

* what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
* about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
* that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
* how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
* how to recognise and report feelings of being unsafe or feeling bad about any adult
* how to ask for advice or help for themselves or others, and to keep trying until they are heard,
* how to report concerns or abuse, and the vocabulary and confidence needed to do so
* where to get advice, for example family, school or other sources

1. **Physical Health and Mental Wellbeing (PHMW)**

**Mental wellbeing**

Pupils should know:

• that mental wellbeing is a normal part of daily life, in the same way as physical health.

• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.

• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

• where and how to seek support (including recognising the triggers for seeking support), 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).

• 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

**Health and prevention**

Pupils should know:

• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

• the facts and science relating to allergies, immunisation and vaccination.

**Basic First aid**

Pupils should know:

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

**Internet safety and harms**

Pupils should know:

• that for most people the internet is an integral part of life and has many benefits.

• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.

• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

• why social media, some computer games and online gaming, for example, are age restricted.

• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.

• where and how to report concerns and get support with issues online

**Physical health and fitness**

Pupils should know:

• the characteristics and mental and physical benefits of an active lifestyle.

• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

• the risks associated with an inactive lifestyle (including obesity).

• how and when to seek support including which adults to speak to in school if they are worried about their health.

**Healthy eating**

Pupils should know:

• what constitutes a healthy diet (including understanding calories and other nutritional content).

• the principles of planning and preparing a range of healthy meals.

• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

**Drugs, alcohol and tobacco**

Pupils should know:

• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

**Sex education (Primary) CHANGING ADOLESCENT BODY**

Pupils should know:

• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

• about menstrual wellbeing including the key facts about the menstrual cycle.

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

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

As well as consulting parents more generally about the school’s overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered.

Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent’s wish to withdraw their child from sex education beyond the national curriculum for science.

**Appendix 2: PSHE Overview**

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| --- | --- | --- | --- | --- | --- |
| **YEAR A** | Autumn 1 | Autumn 2  We will have Anti- bullying week this half term | Spring  We will have Diversity week this half term | Summer 1  We will think about British Values this half term | Summer 2 |
| Year 1 | What are my roles and responsibilities  (living in the wider world) | What is a good friend and how can I be one?  (Relationships and their mental health and emotional wellbeing). | Growing and caring (Health and wellbeing relationships) | Is money important (living in the wider world – economic wellbeing) | Is it ok to feel this way (Health and mental wellbeing – emotional) |
| Year 2 | What are my roles and responsibilities  (living in the wider world) | What is a good friend and how can I be one?  (Relationships and their mental health and emotional wellbeing). | Growing and caring for ourselves (Health and wellbeing relationships) | Is money important (living in the wider world – economic wellbeing) | Is it ok to feel this way (Health and mental wellbeing – emotional) |
| Year 3 | What are my roles and responsibilities  (living in the wider world) | What is a good friend and how can I be one?  (Relationships and their mental health and emotional wellbeing). | Growing up and changing (Health and wellbeing relationships) | Is money important (living in the wider world – economic wellbeing) | Is it ok to feel this way (Health and mental wellbeing – emotional) |
| Year 4 | What are my roles and responsibilities  (living in the wider world) | What is a good friend and how can I be one?  (Relationships and their mental health and emotional wellbeing). | Growing up and changing (Health and wellbeing relationships) | Is money important (living in the wider world – economic wellbeing) | Is it ok to feel this way (Health and mental wellbeing – emotional) |
| Year 5 | What are my roles and responsibilities  (living in the wider world) | What is a healthy friendship/relationship?  (Relationships and their mental health and emotional wellbeing). | Puberty and relationships (Health and wellbeing relationships) | Is money important?  (living in the wider world – economic wellbeing | Is it ok to feel this way (Health and mental wellbeing – emotional) |
| Year 6 | What are my roles and responsibilities  (living in the wider world) | What is a healthy friendship/relationship?  (Relationships and their mental health and emotional wellbeing).  CSE – HEALTHY RELATIONSHIPS/GROOMING/  KEEPING SAFE/ONLINE SAFETY | Puberty and relationships (Health and wellbeing relationships)  CSE must be completed. | Is money important?  (living in the wider world – economic wellbeing | Is it ok to feel this way (Health and mental wellbeing – emotional) |
| British Values | Democracy and Rule of Law British Values are covered in these topics. | Mutual respect for other people’s beliefs and faiths are covered in these topics | Mutual respect for other people’s beliefs for British Values with be covered through Diversity Week. | Rule of Law British Values are covered in these topics. | Individual Liberty British Values are covered in these topics. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **YEAR B** | Autumn 1 | Autumn 2  We will have Anti- bullying week this half term | Spring  We will have Diversity week this half term | Summer 1  We will think about British Values this half term | Summer 2 |
| Year 1 | What are my roles and responsibilities  (living in the wider world) | How can I keep myself safe?(Relationships) | Growing and caring (Health and wellbeing relationships) | How can I keep myself fit and healthy? (Health and well-being) | What goes into our bodies?  (Health and well-being – drug and tobacco education) |
| Year 2 | What are my roles and responsibilities  (living in the wider world) | How can I keep myself safe?(Relationships) | Growing and caring (Health and wellbeing relationships) | How can I keep myself fit and healthy? (Health and well-being) | What goes into our bodies?  (Health and well-being – drug and tobacco education) |
| Year 3 | What is bullying? (Relationships) | How can I keep myself safe? (Health and wellbeing, relationships) | Growing up and changing (Health and wellbeing relationships) | How can I keep myself fit and healthy? (Health and well-being) | What is a drug?  (Health and well-being – drug and tobacco education) |
| Year 4  S | What is bullying? (Relationships) | How can I keep myself safe? (Health and wellbeing, relationships) | Growing up and changing (Health and wellbeing relationships) | How can I keep myself fit and healthy? (Health and well-being) | What is a drug?  (Health and well-being – drug and tobacco education) |
| Year 5 | What are my roles and responsibilities  (living in the wider world) | How can I keep myself safe? (Relationships) | Puberty and relationships (Health and wellbeing relationships) | I How can I keep myself fit and healthy? (Health and well-being) | Drugs and Influences (Health and well-being – drug and tobacco education) |
| Year 6 | What are my roles and responsibilities  (living in the wider world) | How can I keep myself safe? (Relationships)  CSE – HEALTHY RELATIONSHIPS/GROOMING/  KEEPING SAFE/ONLINE SAFETY | Puberty and relationships (Health and wellbeing relationships)  CSE must be completed. | I How can I keep myself fit and healthy? (Health and well-being) | Drugs and Influences (Health and well-being – drug and tobacco education) |
| British Values | Democracy and Rule of Law British Values are covered in these topics.  Mutual respect will be covered in Year 3 and 4 during their bullying topic also. | Individual Liberty British Values are covered in these topics. | Mutual respect for other people’s beliefs for British Values with be covered through Diversity Week. | Individual Liberty British Values are covered in these topics. | Individual Liberty and Rule of Law British Values are covered in these topics. |

Note: British values, anti-bullying and healthy relationships, SMSC values, SRE and physical health and mental wellbeing are included in the above.

The anti-bullying topics are linked in blue. Teachers should ensure that throughout the year the following are covered: cyber bullying, prejudice based bullying, SEN e.g. ability, sexual orientation, sex, race, religion, gender reassignment, disability, family, friendship issues (a lot of this can be covered in our special themed days over Diversity Week). Children should be fully aware of all types of bullying and everyone should be highly aware of how to keep themselves safe. All forms of bullying should refer to the anti – bullying policy and dealt with effectively.

The British Values are linked in purple. These are: Democracy, Rule of Law, Individual Liberty and Tolerance of other people’s beliefs and faith.

Health and Relationship Education is in green.

**Appendix 3: UPS Being More Curriculum Themes**

Our UPS Being More Curriculum incorporates our school values and themes as outlined in our Curriculum Policy. These are included in the programme of study/Scheme of Work and on the medium term planning through the following colour coding:

CONFLICT AND WAR – Think back to different wars, battles or arguments in history of in their own lives that they can relate. How wars, conflicts and battles shaped our lives now. School values that can relate to this are also RESILIENCE that people in a conflict or war have to have when enduring difficult times and surroundings, RESPECT shown or not shown, RESPONSIBILITY for your own beliefs or people, PRIDE in your team and your actions.

BELIEFS AND RELIGION – Children have their own beliefs due to their family or their cultural upbringing. Other beliefs may be obscure but we need to respect other people’s views. This can relate heavily to the R.E curriculum also. THE ARTS can also be useful here. Using Art, Music or Dance to grasp understanding. School Values shown here can be RESILIENCE if you don’t agree with something and how to articulate that, RESPECT to others that you may not agree with , RESPONSIBILTY to stand up for what is morally correct , KINDNESS to others who think differently to you.

EQUALITY/DIVERSITY- Children should actively address any inequalities and you can use examples that they can draw knowledge from e.g. The Romans, Saxons, WW2, Media stories and help them reflect on what should have happened to ensure that these inequalities don’t happen. Children should be given the opportunity to celebrate achievements of minority role models, artists etc. THE ARTS can be used here to show diversity. Using Literature, Music, Art, R.E. and different leaders. School values here are RESPONSIBILTY to actively speak out if something is morally wrong. RESPECT for everyone and respect their culture, their past, their stories, their struggle, their situation, and their circumstances. PRIDE in their own values.

POWER AND LEADERSHIP – Children should be able to think what is being done well and what could be done differently. How all their decisions affect their life and the ones around them. How can they inspire. How do leaders they know inspire. Are they always morally right? School values shown here are RESPONSIBILITY that a leader may have being in charge and how they use their role to inspire. It is also to take responsibility for their own actions. RESPECT that you have to others. RESILIENCE you have to show if someone disagrees with you.

Note: The SMSC objectives can be found on a separate document: SMSC In the UPS Curriculum.

**Appendix 4: RSHE/Science Vocabulary to be used in school**

For vocabulary to be used in school please see the link below from The Association for Science Education and PSHE Association (March 2016) Joint Policy Statement: Human Development and Reproduction in the Primary Curriculum)

**https://www.pshe-association.org.uk/system/files/Joint%20briefing%20on%20Human%20Development%20and%20Reproduction%20in%20the%20Primary%20Curriculum.pdf**