

King Edward Primary and Nursery School

RSE: Relationships, Sex Education and Health Education Policy

Reviewed: January 2023
Next Review: January 2024

| | |
|----------------------------|--------------------------------|
| Approving body | Strategic Committee |
| Date approved | |
| Supersedes | |
| Consultation undertaken | |
| Complies with Equality Act | |
| Supporting policies | |
| Review date | January 2024 |
| Lead person | Sophie Walker and Joanne Creak |
| Signed | |



KING EDWARD PRIMARY SCHOOL AND NURSERY

Relationships, Sex Education and Health Education Policy

Member of staff responsible: Head Teacher, Sophie Walker and Joanne Creak

1. Sources of Information

This policy has been informed by and may be read in conjunction with:

- National Curriculum 2014
- Keeping Children Safe in Education
- Equality Act 2010
- SEND Code of Practice
- Mental Health and Behaviour in Schools
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance June 2019
- Sexual violence and sexual harassment between children in schools and colleges

2. How this Policy was developed.

Information about our duties and responsibilities has been provided for staff and governors. This policy was developed by seeking guidance and following modelled suggested policies and in line with current (June 2019) statutory guidance along with guidance from Nottinghamshire County Council RSE Update Spring 2020. The policy is subject to approval. For the purpose of this policy and as a school Relationships, sex education and health education will be called RHSE (relationships, health and sex education).

3. Aims of the Policy.

The aims of relationships, health and sex education (RHSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare children for the challenges that they face in society today online and in real life.
- Preempt and equip children with understanding regarding their mental health and holistic well-being including resilience.

4. Statutory Guidance.

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education, however we do need to teach the elements of sex education contained in the science curriculum.

In teaching RHSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At King Edward Primary School, we teach RHSE as set out in this policy.

5. What is RHSE and why is it important?

RHSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RHSE involves a combination of sharing information, and exploring issues and values.

RHSE is not about the promotion of sexual activity.

At King Edward Primary school, we teach RHSE in line with current guidance and our curriculum coverage is available towards the end of this policy (Appendix 1). High quality RHSE can create safe school communities in which pupils can grow, learn and develop positive and healthy behaviour for life. Effective RHSE is important to ensure that children grow up able to enjoy the positive benefits of loving, rewarding and responsible relationships. It is also essential to be informed and made comfortable with the changes during puberty and understanding how to remain sexually healthy and emotionally safe.

Primary sex education is not compulsory in Primary Schools however at King Edward Primary School, sex education is defined as teaching about the act of conception.

6. Curriculum

Our Talking Points and CWP curriculums are set out in Appendix 1.

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

A wide range of teaching methods are used, that enable pupils to actively participate in their own learning. This includes use of quizzes, case studies, research, role-play, video, small group discussion and use of appropriate guest speakers. Teaching materials and resources are to be reviewed regularly and feedback to the RHSE leader. The majority of RHSE lessons will be taught as a whole class. However, where it is regarded as particularly beneficial, pupils may be divided into single gender groups for a part of lessons or whole lessons; staff will ensure that all children will receive the same curriculum coverage. It is desirable that the class teacher and the TA or a member of staff well known to the children lead the sessions. If the teacher is absent the sex education lesson will not be taught by a short-term supply teacher.

7. Delivery of RHSE

Relationship education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me

- Caring friendships
- Respectful relationships including consent
- Online relationships
- Being safe

Health Education focuses on teaching physical health and mental wellbeing is to give children the information that they need to make good decisions about their own health and wellbeing. This is achieved through the following topics:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drug, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

The RHSE curriculum at King Edward Primary School is covered through the Ruby Grey Talking Points curriculum as well as the CWP resources and scheme of work (see appendix 3). As well as using two stand-alone RHSE schemes, the online relationships and the internet safety and harm sections are also covered in the computing curriculum. The school also uses DARE to support the Year 6 children understand the dangers of drug misuse as well as using Equation to support the children in Year 5 to understand domestic violence. Mini Medics provide Year 6 children with first aid training.

Teaching is conducted in a safe learning environment, which supports the participation of all pupils. Establishing ground rules and distancing techniques will help both pupils and teachers have a clear understanding of boundaries. This ensures neither the pupils nor the teachers are put on the spot or expected to discuss their own personal issues in class. Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RHSE. In terms of Safeguarding, the classroom is not a confidential environment.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- Pupils will treat each other with respect and not laugh or make fun of one another's questions.
- No one will be forced to take part in the discussion.
- An anonymous question box may be set up in class.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.
- Teaching resources are selected based on their appropriateness to pupils.

Answering pupils' questions

- The school believes that pupils should have opportunities to have questions answered in a sensible and matter of fact manner.
- Occasionally a pupil may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how.
- Teachers will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with pupils and by taking an approach that encourages pupils to be mature and sensible.
- If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the pupil who asked it.
- If a question is too personal, teachers will remind pupils about the ground rules and if necessary, point out appropriate sources of support.
- If a teacher is concerned that a pupil is at risk of sexual abuse they will follow the school's safeguarding procedures. Additionally, the school also uses the Brooks traffic light system to categorise possible sexual behaviour exhibited by pupils at school.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way, which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, but will choose not to respond to any questions which are inappropriate.

Assessment

Elements of Statutory RHSE that form the Science Curriculum must be assessed in accordance with the requirements of the National Curriculum. Pupils' progress in additional RHSE is assessed as part of the overall RSHE education provision. Pupils' knowledge, skills and attitudes are assessed through a range of methods including teacher, peer and self-assessment.

Pastoral Support for Pupils who Experience Difficulties - The nature of support available to pupils

The school takes its role in the promotion of pupil welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for pupils in a number of ways. Staff may be approached for help on an individual basis and through their class sessions or through the roles provided by the TAs. They offer a listening ear and kind eyes and where appropriate, information and advice. The school nurse offers a health and support service to pupils. Where appropriate, pupils are referred to the school nurse and/or outside helping agencies. The school will keep up to date about the development of local services and national help lines for young people, promote their existence to pupils and endeavour to form working relationships with local agencies that are relevant to pupils needs.

Confidentiality and informing parents/carers

We are aware that some parents find it hard to cope with their children's sexual development, and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents and carers:

- By making our commitment clear in the school prospectus.

- By placing RHSE on the agenda at the relevant governors' meeting.
- By inviting parents to discuss RHSE when their child enters the school and at primary-secondary transition.
- By discussing and agreeing a consistent approach for pupils to be used at home and school.
- By inviting parents to a meeting where resources are available, and their use explained.

Dealing with bullying

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously. This is reflected in the school's anti-bullying policy. Staff will challenge and deal sensitively with any evidence of bullying. Pupils will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to pupils who complain of bullying. The RHSE programmes will address bullying and aim to discourage discrimination based on sexism, homophobia, appearance and other relationship and gender issues.

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). The school's curriculum content can be found in appendix 1.

All schools are required to report and log all known incidents of bullying on school premises, these incidents are recorded on CPOMS. The reporting process and form is contained in the LA 'An Exemplar Anti-bullying Policy'. It is important that any form of harassment or hurtful comments of a sexual nature are seen within the context of the school's anti-bullying policy as well as the child on child abuse policy.

Ongoing Assemblies, RHSE lessons throughout school

In addition to RHSE lessons, there will also be ongoing assemblies that focus on the aspects covered in the statutory guidance. The assemblies will focus on the following objectives:

- To develop respect, understanding and tolerance
- To promote positive self-images
- To understand and value differences
- To counter bullying, chauvinism and stereotypical views and responses
- To deal with conflict and develop conflict resolution skills
- To support the development of friendships and relationships
- To explore and value other cultural viewpoints

8. Roles and Responsibilities.

The governing board will approve the RHSE Policy, and hold the headteacher to account for its implementation and delegated lead Jo Creak. The headteacher, Sophie Walker and Jo Creak are responsible for ensuring that RHSE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory sex education components of RHSE.

Staff are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from components of RHSE.

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

Pupils are expected to engage fully in RHSE and, when in discussing issues related to RHSE, treat others with respect and sensitivity.

A whole school approach will be adopted for RHSE that actively involves the whole school community, values and ethos. All groups who make up the school community have rights and responsibilities regarding RHSE. In particular:

The senior leadership team, SLT: will endeavour to support the provision and development of RHSE in line with this policy by providing leadership and adequate resourcing.

The designated RHSE co-ordinators, Sophie Walker and Jo Creak: will maintain an overview of RHSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, accessing training, developing the provision to meet students' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

Teaching staff All teachers are involved in the school's RHSE provision and will teach it through the RHSE programme and Science curriculum. All teachers play an important pastoral role by offering support to pupils. Any teacher can be approached by a pupil who experiences safeguarding concern and appropriate safeguarding training is provided by the school. Teachers will be consulted about the school's approach to RHSE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and provided access to appropriate training.

Non-teaching staff may be involved in a supportive role in some RHSE lessons and also play an important, informal pastoral support role with pupils. They will be given access to information about the RHSE programme and supported in their pastoral role.

Governors have a vital role in setting strategic direction, agreeing, and monitoring school policies. They will be consulted about the RHSE provision and policy and have regular reports at Governor's meetings. They have a key role in ensuring that RHSE is of high quality and meets the needs of the

children. Good practice would be to have a designated governor with responsibility to oversee RHSE.

Parents/carers have a legal right to view this policy and to have information about the school's RHSE provision. They also have a legal right to withdraw their child from sex education part of RHSE, however they are not able to remove their child from the statutory parts of the RHSE curriculum. Parents are also not allowed to withdraw their child from the parts of the RHSE curriculum that link to science. For more information on the areas of the curriculum that parents have a right to withdraw their child from see section 9. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers. The school's approach to RHSE will encourage dialogue between parents/carers and their children.

The school nurse can play a key role in supporting the teacher in RHSE both in terms of advice, input into lessons, provision of pastoral support for pupils and resources. The school will work in ongoing consultation and partnership with the school nurse. However, the class teacher will still take the lead within RHSE sessions.

Outside agencies and speakers This in the primary phase is anticipated as being the school nurse or agencies such as the NSPCC. We shall work in partnership with them and jointly plan their work within school. The school may also promote age-appropriate support agencies that students can access, such as Childline. We also access support materials from the NSPCC, DARE, Equation and Mini Medics.

Pupils have an entitlement to age and circumstance appropriate RHSE and to pastoral support. They will be actively consulted about their RHSE needs and their views will be central to developing the provision.

9. Parents right to withdraw.

Parents do not have the right to withdraw their children from relationships education. Parents do have the right to withdraw their children from components of sex education with RHSE. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

The sex education components are highlighted on the RHSE curriculum in appendix 1

Parents will be made aware of when the sex education lesson is to be taught and the BBC Bitesize resources link will be shared with them.

10. In what context will our RHSE Curriculum be delivered?

Our approach to RHSE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.

- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that pupils have an entitlement to:

- Age and circumstance appropriate RHSE.
- Access to help from trusted adults and helping services.

RHSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RHSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is education, rather than one based on propaganda and sensationalism.

12. Inclusion

Young people may have varying needs regarding RHSE depending on their circumstances and background. The school believes that all students should have access to RHSE that is relevant to their particular needs. To achieve this the school's approach to RHSE will take account of:

The needs of both sexes – We will consider the needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying. We will also ensure that both boys and girls will receive the same curriculum coverage.

Ethnic and cultural diversity – Different ethnic and cultural groups may have different attitudes to RHSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups. However, cultural views/practices that fall outside of English Law will be challenged by the school (for example the practice of FGM).

Varying home backgrounds – We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality/Gender identity – Some of our pupils will define themselves as gay, lesbian or bi-sexual, LGBT. Students may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with members of the LGBT community. Our approach to RHSE will include sensitive, honest and balanced consideration of sexuality and gender identity. We shall promote a culture of care and respect. We will also aim to actively tackle homophobic bullying which often at this stage comes in the form of homophobic name-calling.

Children with additional needs – We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in additional RHSE needs. As a school we adapt our RHSE curriculum to ensure all children are able to access it.

13. Training

Staff are trained on the delivery of RHSE as part of their induction and it through CPD when required. Safeguarding updates may also form part of the continuing professional development around the teaching of RHSE

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE as and when required.

14. Monitoring Arrangements

The delivery of RHSE is monitored by the RHSE Leads Sophie Walker and Jo Creak in line with the monitoring of RSHE. Pupils' development in RHSE is monitored by class teachers.

15. Safeguarding

With the topics discussed during RHSE lessons, there is a possibility that children will make a safeguarding disclosure during or shortly after a lesson. If a disclosure is made by a child then the school's safeguarding procedures must be followed.

Useful Websites

www.cwpresources.co.uk

www.pshe-association.org.uk

www.sexeducationforum.org.uk

www.kidshealth.org

www.fpa.org.uk

www.ChildLine.org.uk

www.welltown.gov.uk

www.healthfreak.org.uk

www.galaxy-h.gov.uk

www.dr-ann.org

www.missdorothy.com

Appendix One – Curriculum Map

Early Years Foundation Stage

Physical development

30-50

Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

ELG

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Understanding the world: the world

30-50

Developing an understanding of growth, decay and changes over time.

ELG

They make observations of animals and plants and explain why some things occur, and talk about changes.

National Curriculum – Years 1-6

Science KS1

- 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

Science KS2

- Pupils should describe the changes as humans develop to old age. They should learn about the changes experienced in puberty.

Appendix One – Talking points link to the statutory RHSE curriculum – The whole of the Talking Points curriculum is statutory.

| | <u>Topic 1 - Families and people who care for me</u> | <u>Y1</u> | <u>Y2</u> | <u>Y3</u> | <u>Y4</u> | <u>Y5</u> | <u>Y6</u> |
|---|--|------------------|------------------|------------------|------------------|------------------|------------------|
| 1 | Families are important for children growing up because they can give love, security and stability. | 1, 2 | | | | 9,11 | 11 |
| 2 | 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 others lives. | 1, 2 | | 7, 11 | | 9,11 | 11 |
| 3 | Others' families, either in school or the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care for them. | 1,2 | | 7,16, 17,18 | | 11 | 11 |
| 4 | 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. | 1,2 | | 11,17 18 | | 11 | 11 |
| 5 | Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. | | | | | 11 | |
| 6 | Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. | 2 | | 12,14 | | 2 | 9 |

| | Topic 2 - Caring friendships | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|--|-----------|-----------|-----------------------|-----------|------------|----------------|
| 1 | How important friendships are in making us feel happy and secure, and how people choose and make friends. | | | 6, 9 | 3 | 7,10 | 6,8 |
| 2 | Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties. | 2 | 10 | 6, 7, 9, 10, 13 | 3 | 7,10 | 6,8,1 7 |
| 3 | Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. | 7, 18 | 8 | 11,12 | 3 | 7,13 | 6,8 |
| 4 | 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. | 7, 18 | 8 | 6, 8,12, 13 | 2,3 | | 15 |
| 5 | Recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help and advice from others, if needed. | 2, 8 | | 9,11, 12,14 | 2 | 7,10 14 | 6,7,8, 9,17 |

| | Topic 3 - Respectful relationships | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|--|-----|------|---------------|--------------|------------------|--------------|
| 1 | Importance of respecting others, even when they are very different from them, or make different choices or have different preferences or beliefs. | 3 | 8, 9 | 6, 7 | 3,141 5 | 7,8 13 14 | 15 |
| 2 | Practical steps they can take in a range of different contexts to improve or support respectful relationships | 3 | 6,7 | 6 | 3 | | 7,15 |
| 3 | Conventions of courtesy and manners. | 3 | 7 | 6, 9 | 9,10 | | |
| 4 | Importance of self-respect and how this links to their own happiness. | | 10 | 7,16 | 15 | 12 | 6,8 |
| 5 | In school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. | 3,8 | 9 | 7, 8, 9,10 | 9,101 415 | 7,10 12 | 6 |
| 6 | About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (reporting bullying to an adult) and how to get help. | | | 1214 16 | 14 | 7,8,1 0 14 | 6,7,8, 17 |
| 7 | What a stereotype is, and how stereotypes can be unfair, negative or destructive. | | | 16 | 14 | 1213 14 | |
| 8 | The importance of permission-seeking and giving in relationships with friends, peers and adults. | 9 | 14 | | 10 | 10 | 7 |

| | Topic 4 – Online relationships | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|--|----|----|----|-----|----|----------------|
| 1 | People sometimes behave differently online, including by pretending to be someone they are not. | | | | 6 | | 7 |
| 2 | 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. | | | | 6,7 | | 7,15, 16,17 |
| 3 | Rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them | | 17 | 14 | 6 | | 7,16, 17 |
| 4 | To critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. | | | | 6 | | 7,161 7 |
| 5 | How information and data is shared and used online. | | 17 | | | | 7 |

| | Topic 5 – Being safe | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|---|------|----------|----|-------|------------------|------|
| 1 | Sorts of boundaries that are appropriate in friendships with peers and others (including in a digital context). | 8, 9 | 14 | | 2,6,7 | 10 | |
| 2 | 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. | 9 | 14 16 | | | | 9 |
| 3 | Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. | 9 | 14 | 11 | | | 9 |
| 4 | How to respond safely and appropriately to adults they may encounter that they do not know. | | 15 | 5 | | | |
| 5 | How to recognise and report feelings of being unsafe or feeling bad about any adult. | | 14 | | | 8 | 9 |
| 6 | To ask for advice or help for self or for others, and to keep trying until they are heard. | | 14 16 | 14 | 7 | 7,8,1 0 14 | 9,16 |
| 7 | How to report concerns or abuse, and the vocabulary and confidence to do so. | | 14 | | | 8 | 9,16 |
| 8 | Where to get advice from e.g. family, school and/or other sources. | | 14 16 | 14 | 7 | 10 | 9,16 |

| | Topic 1 – Mental wellbeing | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|---|-------------|------|------|------------|-----|----|
| 1 | Mental wellbeing is a normal part of daily life, in the same way as physical health. | | | 1, 2 | 8 | 3 | 3 |
| 2 | 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. | 4, 5, 10 | 5 | 8 | 1,2,1 3 | 9 | 4 |
| 3 | To recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. | 4, 5, 10 | 5 | | 1,2,8 | 3,9 | 4 |
| 4 | To judge whether what they are feeling and how they are behaving is appropriate and proportionate. | 5 | 5, 6 | | 1,2,5 | 3.9 | |
| 5 | Benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness. | 4, 5 | 5 | 1 | 1617 18 | | 3 |

| | | | | | | | |
|----|--|----------|---|---|------------|-----------|-----|
| 6 | Simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests. | 4, 5 | 5 | 2 | 8 | 3 | 3,4 |
| 7 | Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. | 4, 5, 10 | | | 1,8 | 3,9 10 | 3 |
| 8 | Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. | | | | | 7 | 3 |
| 9 | Where and how to seek support (including the triggers for 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). | 5, 10 | | | 2,8.1 3 | 3,9 | 3,4 |
| 10 | It is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible. | | | 1 | 8 | 3,9 | 3 |

| | Topic 2 – Internet safety and harms | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|--|----|----|----|----|----|---------|
| 1 | For most people, the internet is an integral part of life and has many benefits. | | 17 | | | | 13 |
| 2 | 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 wellbeing. | | 17 | | | | 5 |
| 3 | Consider the effect of their online actions on others and know how to recognise and display respectful behaviour online. | | 17 | | | | 1617 |
| 4 | Why social media, some computer games and online gaming, for example, are age restricted. | | 17 | | | | 5 |
| 5 | 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. | | 17 | | | | 7,13,17 |
| 6 | How to be a discerning consumer of information online including understanding that information, including that from search engines is ranked, selected and targeted. | | | | | | 13,14 |
| 7 | Where and how to report concerns and get support with issues online | | | | | | 7,13,14 |

| | Topic 3 – Physical health and fitness | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|---|----|----|------|----|----|------|
| 1 | Characteristics and mental and physical benefits of an active lifestyle. | | 1 | 1, 2 | | | 3,12 |
| 2 | Importance of building regular exercise into daily and weekly routines. How to achieve this, for example a daily mile or other forms of regular, vigorous exercise. | | 1 | 1, 2 | | | 12 |

| | | | | | | | |
|---|--|--|---|------|--|--|----|
| 3 | Risks associated with an inactive lifestyle (including obesity). | | 1 | 1, 2 | | | 12 |
| 4 | How and when to seek support including which adults to speak to in school if they are worried about their health | | | 1, 2 | | | 12 |

| | | | | | | | |
|---|--|----|----|----|----|----|----|
| | Topic 4 – Healthy eating | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| 1 | What constitutes a healthy diet (including understanding calories and nutritional content). | | 2 | 1 | | | 12 |
| 2 | Principles of planning and preparing a range of healthy meals. | | 2 | | | | 12 |
| 3 | Characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health). | | 2 | 1 | | | 12 |

| | | | | | | | |
|---|--|----|----|----|----|----|-----|
| | Topic 5 – Drugs, alcohol and tobacco | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| 1 | Facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | | | 4 | | 2 | 2,5 |

| | | | | | | | |
|---|---|----|----|------|----|----|----|
| | Topic 6 – Health and prevention | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| 1 | Recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. | | | | | | 12 |
| 2 | About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. | | | | | | 12 |
| 3 | Importance of good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. | | 4 | 1, 2 | | | 12 |
| 4 | About dental health and the benefits of good oral hygiene, including visits to the dentists. | 14 | | | | | 12 |
| 5 | About personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing. | 13 | 4 | | | | 12 |
| 6 | The facts and science relating to allergies, immunisation and vaccination. | | 3 | | | | 12 |

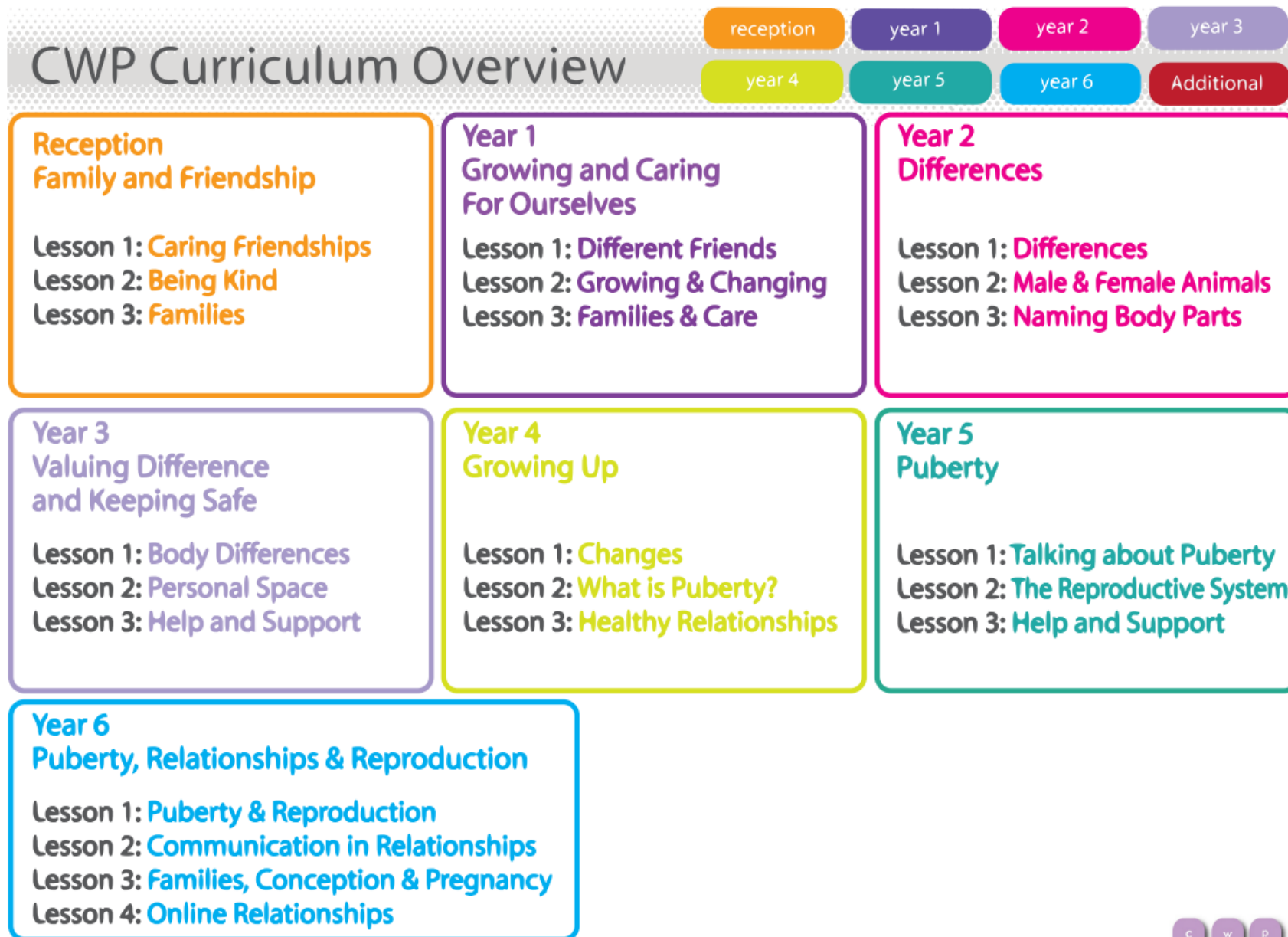
| | | | | | | | |
|---|---|----|----|----|----|----|----|
| | Topic 7 – Basic first aid | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| 1 | How to make a clear and efficient call to emergency services if necessary. | 12 | | | 4 | | |
| 2 | Concepts of basic first aid, for example dealing with common injuries, including head injuries. | | | | 4 | | |

| | Topic 8 – Changing adolescent body | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|---|----|----|----|----|----|----|
| 1 | Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes | | | | | | 10 |
| 2 | About menstrual wellbeing including the key facts about the menstrual cycle | | | | | | 10 |

Talking Points – By year group

| Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---|---|---|--|---|---|
| <p>Who is in my family? Who are my important people? What makes a person? What makes me happy? What does sad feel like? Why do we have rules? Is it kind or unkind? Is teasing every okay? What should I do if I don't like it? What does worry feel like? How do I keep safe? What should I do in an emergency? When should I wash my hands? Why are teeth important? What should I do with money? What did I need as a baby? How can I be more grown up? Do I have to be the best?</p> | <p>Why should I exercise? What if I don't like vegetables? Are medicines always good? Can I stop myself getting ill? What does angry feel like? How do I make you feel? Is it right or wrong? How can I compromise? What are rights and responsibilities? How do I contribute? How can I save our planet? Where could my money come from? Do I know my money? What does private really mean? Who can I trust? Should I keep a secret? Am I safe online? What should I aim for?</p> | <p>What can affect my health? What is a balanced lifestyle? What is Health and Safety? How does smoking damage my health? Who can help me be safe? What is restorative justice? What are my rights and responsibilities? What happens if I break a rule? Why should I tell the truth? What does honesty really mean? What do I do when my friend is sad? Who do my actions affect? What are my relationship rights and responsibilities? How do I raise my concerns? What's a community? How can we be different? Who else lives in my region? Who else lives in the UK?</p> | <p>What's that feeling I have? What do I do when my friend is cross? How do I compromise? How do I do emergency first aid? Am I at risk? How do I stay safe online? Am I safe on my mobile? What can I do about negative thoughts? Should I own up? Is it OK to hug? What's an aspiration? What is enterprise? What worries me in the world? What is discrimination? What does it mean to be anti-social? How do I support my community? What's a volunteer? Can I volunteer and help others?</p> | <p>Can I set goals for me? How does alcohol damage my health? Can my mind get ill? How do I make a choice? Should my head rule my heart? Why is change so scary? Why is change so scary? What is peer pressure? What if I am uncomfortable? What is loss? Is my relationship unhealthy? What is a relationship commitment? What is a stereotype? What is prejudice? How do I challenge someone's views? What is a debt? Who pays tax and what does it do? Who chooses to run our country? Can I save money and the environment?</p> | <p>How should I manage my money? How do drugs damage my health? What affects my mental health? Will sad things happen to me? How do I break a habit? Should I give into peer pressure? Should I send/post something I am not comfortable with? What if I get dared? If it happens all the time, does it mean it's right? What is puberty? How do humans reproduce? How do we look after ourselves? Are images in the media real? Should I trust the media? Should I join in an argument? Am I a cyber bully? Have I trolled someone? What sort of person shall I be?</p> |

CWP curriculum Overview – Y6 Lesson 3 talks about the point of conception and is the only sex education component in the school's RHSE curriculum.



Appendix Two – Parent Form: Withdrawal from Sex Education components with RHSE

| TO BE COMPLETED BY PARENTS | | | |
|---|--|-------|--|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within RHSE | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |
| TO BE COMPLETED BY THE SCHOOL | | | |
| Agreed actions from discussion with parents | | | |
| | | | |