

Relationships, Sex and Health Education (RSHE) Policy

Written: September 2024

Review: September 2025

Written by Vicki Parkin (RSHE lead teacher)

1. Definition of Relationships, Sex and Health Education (RSHE)

Relationships, Sex and Health Education is lifelong learning about physical, moral and emotional development. It is about understanding the characteristics of safe, positive and healthy relationships, which might be with friends, family or other adults. RSHE gives pupils the opportunity to learn about how to assess risks and keep themselves safe from harm. They develop the knowledge and skills to make positive, healthy choices, look after themselves and others, and importantly, to keep safe as they develop through life into adulthood. It aims to prepare pupils for the changes of adolescence and ensures they are equipped to manage these effectively.

2. Our Rationale

RSHE is a key aspect of the education at Matlock Bath Holy Trinity CofE (VC) Primary School. RSHE is more than the biology of reproduction, it has a heavy focus on relationships and health. This intends to form a foundation of knowledge for further development in secondary school. We aim to develop skills, knowledge and attitudes within our children that enable them to live happy, healthy and safe lives throughout their childhood, into adolescence and beyond.

As a Church of England School, the teachings of Christianity are of particular importance to how we support children's spiritual, moral, social and cultural growth. RSHE is rooted within the Christian ethos of our school, meaning that we will regularly make reference to Christian teachings about love, compassion and respect, and the role and value of family life, during our daily act of Collective Worship and throughout our school routines. These opportunities provide a foundation for high quality RSHE to take place.

3. Our Aims

At Matlock Bath Holy Trinity CofE (VC) Primary School we aim:

- To work in partnership with parents to develop the knowledge and skills of pupils in this important area.
- To offer all pupils a planned programme of education about human development, healthy relationships of all kinds, sexuality and family life which is developmental and appropriate to the age and maturity of the child.
- To teach sexuality within a moral framework emphasising stable relationships and family life.
- To encourage pupils to develop a positive view of themselves and to respect others.
- To help pupils understand that they have rights over their bodies. ○ To help pupils recognise pressure in all its forms and have strategies to challenge this. ○ To give pupils the knowledge and skills to recognise and manage risks and keep themselves safe, in real life and online.
- To support pupils to understand what helps to keep their bodies and minds healthy and things they can do to improve their health and wellbeing.
- To provide opportunities for all students to learn appropriate to their needs. ○ To ensure that pupils are prepared for puberty and changes as they grow. ○ To develop confidence in talking, listening and thinking about feelings and relationships; and respect the differences between people.
- For pupils to have knowledge of body parts and able to describe how the body works. ○ To empower children to make informed choices about their education and future adult life.

The RSHE programme is based on the needs of pupils, in order to support learning outcomes appropriate to their age, ability and level of maturity. Pupils will be helped to appreciate difference and to respect themselves and others.

4. Legislation

From September 2020, Relationships Education will be compulsory for **all** pupils receiving primary education; Health Education will also be compulsory in all schools except independent schools. While Relationships and Health Education is compulsory in all schools, Sex Education is currently **not** compulsory in primary school, however, the Department for Education continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of pupils.

This policy has been written with regard to the Department for Education's (DfE) guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' published in June 2019. This is statutory guidance issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. These regulations are made under sections 34 and 35 of the Children and Social Work Act 2017 and provide that pupils receiving primary education must be taught Relationship Education and Health Education. This policy is also influenced by a number of other statutory legislation and policies, see the 'Other Policies' section for more information.

Follow this link to see the DfE's policy 'Relationships Education, Relationships and Sex Education (RSE) and Health Education': <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-educationrse-and-health-education>

5. Roles and Responsibilities

The Head Teacher (Chris Layhe-Humphreys) – has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers/ LA and outside agencies and in identifying a lead teacher (Vicki Parkin), who will work closely with colleagues in related curriculum areas in order to complement and not duplicate content.

The Lead Teacher (Vicki Parkin) will take responsibility for:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant partners.
 - Implementing the policy and monitoring and assessing is effective in practice
 - Ensuring evaluation takes place and that this informs policy review
 - Assessing and coordinating training and support for staff and parents/carers where appropriate
 - Manage all aspects of the RSHE programme developing curriculum materials where appropriate
 - Liaise with external agencies to deliver specific elements of the programme
- Monitor and quality assure the programme to ensure continuity and progression within the mixed-age class curriculum
- To ensure that this subject is fully represented at appropriate curriculum and pastoral meetings
- Keep up to date with new developments and resources

The Lead Governor will support the Lead Teacher and Head Teacher in the monitoring of RSHE to ensure high quality teaching, learning and monitoring of the subject.

Parents/Carers

RSHE is a partnership between school and parents/carers. We recognise that in RSHE, parents and carers play a crucial role and we therefore welcome their engagement with our programme. It is important that RSHE delivered at Matlock Bath Holy Trinity CofE (VC) Primary School is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with the parents of the children at Matlock Bath Holy Trinity CofE (VC) Primary School through mutual understanding, trust and co-operation. In promoting this objective, we: ○ Inform

parents routinely about Matlock Bath Holy Trinity CofE (VC) Primary School's RSHE policy and practice, through Parent Hub and the website.

- The curriculum content and organisation are shared and explained, through parents' meetings, policy and longterm overviews.
- Answer any questions parents may have about the RSHE of their child. ○ Take seriously any issue that parents raise with teachers or governors about this policy or arrangements for RSHE at Matlock Bath Holy Trinity CofE (VC) Primary School.
- Conduct consultation on an annual basis about any needs in relation to our RSHE programme and policy.

6. The Curriculum

RSHE will be taught in all classes at Matlock Bath Holy Trinity. The curriculum we deliver is age-appropriate and progressive, building the children's knowledge, understanding and skills year on year. RSHE will be delivered, and parents/carers will be informed what will be covered annually.

The curriculum will ensure coverage of the following core elements:

- Knowledge and Understanding
- Personal and Social Skills
- Attitudes and Values

Aspects of Coverage

The following aspects and concepts will be covered within RSHE in accordance to the RSHE government guidance ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)) published in June 2019 and updated in July 2020:

Relationships ○ Families and people who care for me ○ Caring friendships ○ Respectful relationships ○ Online relationships
○ Being safe

Sex Education ○ Sex education

Health and Mental Wellbeing ○ 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

Please see **Appendix 1** for Matlock Bath Holy Trinity's separation of learning objectives within these strands to show how we intend to teach and revisit areas of the RSHE statutory curriculum. Also see **Appendix 2** for Matlock Bath Holy Trinity's curriculum overview across the mixed age classes.

Sex Education

Our provision for sex education in meets the developing needs of our pupils. The content of sex education can be seen in more detail in **Appendix 3**. In broad terms, it takes a balanced and factual approach exploring healthy relationships, consent, reproduction, pregnancy and childbirth in an age appropriate manner. Parents are able to withdraw their child from this part of the curriculum, please see the 'Parental Concerns/Complaints and Withdrawal of Pupils' section below for more information.

Menstrual Wellbeing

Some pupils will begin menstruation whilst still in primary education. To support pupils who are menstruating, we have the following in place:

- Sanitary disposal units in the Girl's Toilet and Women's Staff Toilet.

- Pupils can access sanitary products from their class teacher.

When a pupil starts menstruating at Matlock Bath Holy Trinity, we will support them on-site and inform parents. Our RSHE programme covers basic information about menstruation in Year 4, with more detailed input in Year 5 and 6. If your child has difficulties managing their periods at Matlock Bath Holy Trinity, please contact their class teacher (Vicki Parkin) or the Headteacher (Chris Layhe-Humphreys) for support.

7. Teaching, Learning and Assessment

Implementation

RSHE is implemented in a variety of ways at Matlock Bath Holy Trinity. Since RSHE incorporates the development of self-esteem and relationships, pupil's learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the values and ethos of Matlock Bath Holy Trinity at any time they are dealing with children.

RSHE is implemented:

- Through a caring ethos that models and supports positive relationships between all members of the school community.
- Within the taught, age appropriate RSHE programme, this is taught weekly by Vicki Parkin in the junior class and Flori Bors in the infant class.
- Within Science as stipulated by the National Curriculum
- Through daily Collective Worship and Religious Education
- Through other curriculum areas e.g. Drama, English, etc.
- Through pastoral support
- Via drop-in clinics or other forms of enhanced provision, for example visiting health staff
- Delivery in response to incidents
- Via targeted intervention, where appropriate, with vulnerable individuals.

Teaching and Learning Methods

Teaching and learning best practice will be applied, which must include active learning methods and varied strategies that promote co-operation, support participation and negotiation, encourage reflection and consider risk reduction.

RSHE learning environment

At Matlock Bath Holy Trinity, it is important all pupils feel safe and able to participate in RSHE 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.

In order for RSHE to be conducted safely the following will be in place:

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate (external visitors will have sight of and understanding of the ground rules/group agreements before delivering any sessions).
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques, such as the use of scenarios, will be used to help keep pupils safe.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled. We will not expect a group to be what is discussed within the classroom, within the room.
- In most cases, the correct names for body parts will be used, **See Appendix 4**.
- The meanings of words will be explained in a sensible and factual way.
- Humour is a common and important element of the RSHE classroom; however, this will be appropriate, supportive and in no way ridiculing (see earlier ground rules/group agreements).
- Sources of support will be signposted when dealing with sensitive issues.

Asking and Answering Questions

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.

When pupils can write independently, pupils may be introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant procedures if a question raises concern of this nature.

Teachers will apply the following principles to deal with and answer questions:

- Clear guidance will be established about what is appropriate and inappropriate in a whole class setting; Class agreements/ground rules will be referred to in this instance.

- If a pupil's question is inappropriate to address with the whole class, the teacher will acknowledge the question and attend to it later in an individual basis.
- If a question is personal, teachers will remind pupils of the rules and expectations.
- Teachers will set the tone of a lesson by speaking in the appropriate manner which encourages thoughtful participation. As aforementioned, humour may be used where appropriate with a class.
- If a teacher is concerned that a pupil might be at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedure will be followed.
- 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.

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 the needs of the children/ tis will be fed back to the RSHE leader (Vicki Parkin) as part of the evaluation and monitoring process.

External Speakers

External speakers may be used to enhance the delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures.

They must:

- Be suitably qualified to deliver RSHE sessions
- Be aware of the school policy on RSHE and work within this
- Be supervised by a member of staff at all times when on school premises
- Be familiar with the Safeguarding Policy and alert the teacher to any safeguarding concerns
- Understand their contribution they make to the broader RSHE programme
- Be suitably vetted prior to being booked

Resources

As with any other subjects, the breadth of the RSHE curriculum necessitates the use of a wide variety of age appropriate resources. Teachers select resources that support the learning outcomes for the class and cohort they are teaching. Parents are invited on an annual basis to review these resources and familiarise themselves with anything which is used.

The Department for Education provides links to appropriate sites for free RSHE resources for schools and parents. This can be found at: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-b-resources-for-relationships-education-relationships-and-sex-education-rse-and-health-education>

Assessment

As with all curriculum areas, there will be an assessment in RSHE to ensure that pupils are achieving the intended learning outcomes. Teachers will assess pupil's learning at the end of each half term. This assessment will be in different forms and may involve quizzes, work samples, pictures and so on. The elements of RSHE that form part of the Science curriculum are assessed in accordance with the requirements of the National Curriculum.

Pupils existing knowledge needs to be the starting point for all RSHE work. Needs assessment will be built into some lesson planning as each group may have different knowledge, experience and understanding.

Personnel and Training

To ensure quality delivery of RSHE, the staff who deliver RSHE have appropriate and regular training to keep them updated. The school is committed to ensuring that everyone involved with teaching or supporting the teaching of RSHE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children in our care. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. Matlock Bath Holy Trinity will support the use of visitors from outside, such as healthcare professionals, police, voluntary sector, and other organisations to provide support and training to staff teaching RSHE.

Equal Opportunities and Special Educational Needs

Matlock Bath Holy Trinity CofE (VC) Primary School is committed to working towards equal opportunities in all areas of school life. RSHE should be accessible for all pupils. As a school, we promote inclusion for all and the celebration of difference. Every child and family have the right to feel included and valued in our school community. We aim to remove discrimination, avoid stereotyping and believe that pupil's religious beliefs and cultural differences should be

respected at all times. RSHE should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination. Positive action is taken to deal with disadvantages affecting a group because of a protected characteristic.

We recognise that children have varying needs regarding RSHE depending on their circumstances and background. The school believes that all people should have access to RSHE that is relevant to their particular needs. To achieve this, the school's approach to RSHE will take account for:

- Girls tend to have a greater access to RSHE than boys through the media and at home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combatting sexism, sexualised behaviour and sexist bullying.
- Some pupils may have learning, emotional or behavioural difficulties, or physical disabilities that result in particular RSHE needs at times which we will support. It may also mean that they have difficulty accessing the RSHE curriculum. We will assess their needs and provide appropriate RSHE curriculum. Prior to the RSHE sessions, a conversation can take place with parents of an individual child if necessary, to discuss their needs.
- Different ethnic and cultural groups may have different attitudes to RSHE. The school will consult with pupils and parents/carers about their needs, take account of their views and promote respect for an understanding of the views of different ethnic and cultural groups in line with safeguarding and school's statutory duty to keep pupils safe and deliver certain elements of the statutory RSHE curriculum.
- Some pupils may have LGBT parents/carers, brothers and sisters, other family members and/or friends. All our pupils will meet and work with LGBT people both now and in the future and some of our pupils may go on to define themselves as lesbian, gay, bisexual or transgender. Our approach to RSHE will include sensitive, honest and balanced consideration of sexuality. We actively tackle homophobic bullying.
- We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances.
- We will use a range of materials and resources that reflect the diversity of the children at Matlock Bath Holy Trinity and encourage acceptance and tolerance. We want every child to feel included, respected and valued.

8. Confidentiality and Safeguarding

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality is broken, due to safeguarding concerns, they will be informed first and supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to the signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead (Chris Layhe-Humphreys) or Deputy Designated Safeguarding Lead (Vicki Parkin). In such cases, procedures as laid down in the Safeguarding and Child Protection policy will be followed. This policy can be found here: <https://primarysite-prod-sorted.s3.amazonaws.com/matlock-bath-holy-trinity-cofe-vcprimary-school/UploadedDocument/357a688a2cc74146917d9a40dbec7e6f/child-protection-and-safeguardingpolicy-19-20.pdf>

9. Parental Concerns/Complaints and Withdrawal of Pupils

We work in active partnership with parents/carers, value their views and keep them informed about our RSHE provision. If a parent/carer has any concerns about the RSHE provision, we will take time to address their concerns and allay any fears they may have.

We recognise, in accordance with statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSHE (other than sex education in the National Curriculum as part of Science), but not from relationships education in Primary School. The only content of this kind is in the Year 6 programme. Parents wishing to exercise this right must do so in writing to the head teacher (Chris Layhe-Humphreys), we will make reasonable adjustments and provide suitable work for their child(ren) at this time. If you have a complaint about the RSHE policy or provision, please follow the school's existing complaints procedure, which can be found here: <https://primarysite-prod-sorted.s3.amazonaws.com/matlock-bath-holy-trinity-cofe-vcprimary-school/UploadedDocument/d1f12dfcf128446f9291edd76854bce1/complaints-procedure-july-2018.pdf>

10. Consultation, Policy Development and Review

In order for everyone to be consulted effectively, it will be necessary to ensure that governors and parents receive awareness training and/or information about RSHE. As aforementioned, parents are a crucial part to the RSHE curriculum and clear communication of the policy and curriculum is paramount. Therefore, we will hold a parent meeting to look at our approach to RSHE, this enables parents to view the resources to be used for delivery. The school will ensure that parents/carers are made aware of the school's approach and rationale for RSHE through the policy; involved in the review of the RSHE policy and made aware of the school's RSHE curriculum. Parents can ask to view these at other times by asking their child's class teacher.

This policy document was produced and reviewed in consultation with the entire school community, including pupils, Parents, school staff, governors and any other appropriate stake holders. Our policy document will be reviewed on an annual basis. This is to ensure the programme and policy meets the needs of all pupils. The dissemination of the review of the policy will be done by:

- Informing parents on Parent Hub
- Updated policy on the school website
- Staff meetings

11. Appendix 1

RSHE Learning Outcomes – Key Stage 1 and Key Stage 2

This document specifies which objectives will be taught in Willow Class (Key Stage 1) and in Ash/Oak (Key Stage 2). The objectives highlighted in **green** indicate objectives that are revisited in Key Stage 2 in more depth.

| | | Key Stage 1 (Infants) | Key Stage 2 (Juniors) |
|---------------|-------------------------------------|---|---|
| Relationships | Families and people who care for me | <ul style="list-style-type: none"> • That families are important for children growing up because they • can give love, security and stability. <p>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.</p> | <ul style="list-style-type: none"> • That families are important for children growing up because they • can give love, security and stability. <p>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.</p> <p>That others' families, either in school or in the wider world, sometimes</p> <ul style="list-style-type: none"> • 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. <p>That marriage represents 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</p> |

| | | | |
|--|--------------------|---|---|
| | | | making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |
| | Caring Friendships | <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, • and how people choose and make friends. <p>The characteristics of friendships, including mutual respect,</p> <ul style="list-style-type: none"> • truthfulness, • trustworthiness, loyalty, kindness, generosity, • trust, sharing interests and experiences and support with problems and difficulties. <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>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.</p> | <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, • and how people choose and make friends. <p>The characteristics of friendships, including mutual respect,</p> <ul style="list-style-type: none"> • truthfulness, • trustworthiness, loyalty, kindness, generosity, • trust, sharing interests and experiences and support with problems and difficulties. <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>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.</p> |

| | | |
|--|--|---|
| | | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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. | <p>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.</p> <p>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.</p> <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How information and data is shared and used online. | <ul style="list-style-type: none"> • 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. 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 | <ul style="list-style-type: none"> • 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 recognise and report feelings of being unsafe or feeling bad about any adult. | <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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 e.g. Family, school and/or other sources

Mental Wellbeing

- 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.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- 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 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.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- 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.

| | | | |
|-------------------------------|---------------------------|---|--|
| Physical and Mental Wellbeing | Internet Safety and harms | <ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • Why social media, some computer games and online gaming, for example, are age restricted. • Where and how to report concerns and get support with issues online. | <p>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.</p> <p>Why social media, some computer games and online gaming, for example, are age restricted. That the internet can also be a negative place</p> <ul style="list-style-type: none"> • where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. <p>How to be a discerning consumer of</p> |
|-------------------------------|---------------------------|---|--|

| | | | |
|--|-----------------------------|--|---|
| | | | <p>information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>Where and how to report concerns and get support with issues online.</p> |
| | Physical health and fitness | <ul style="list-style-type: none"> The characteristics and mental and physical benefits of an active lifestyle. | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> What constitutes a healthy diet (including understanding calories and other nutritional content). | <ul style="list-style-type: none"> 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). |
| | D, A & T | N/A | <ul style="list-style-type: none"> The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| | Health and Prevention | <ul style="list-style-type: none"> 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. | <p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <ul style="list-style-type: none"> About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. The importance of |

| | | | |
|--|--------------------------|---|---|
| | | <ul style="list-style-type: none"> 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. | <p>sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <ul style="list-style-type: none"> The facts and science relating to allergies, immunisation and vaccination. |
| | Basic First Aid | <ul style="list-style-type: none"> How to make a clear and efficient call to emergency services if necessary. | <ul style="list-style-type: none"> How to make a clear and efficient call to emergency services if necessary. <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> |
| | Changing Adolescent Body | N/A | <ul style="list-style-type: none"> 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. |
|--|--|--|--|

12. Appendix 2 – Sex Education Year Group by Year Group

Relationship and Sex Education Objectives

This document is to be used in conjunction with the RSHE long term plan during the Summer 2 term. Across the school, the Summer 2 term focuses on changes in ourselves and within school.

Infant Class

Reception

- Children enter the world as babies
- This is called birth/birthdays
- New baby siblings: feelings and experiences
- Different stages of life: baby, toddler, young child, older child, teenager, adult, elderly
- People's needs change as they grow older
- Identify people who they love and who are special to them
- Explore feelings connected with special people

Year 1

- Understand that babies have special needs
- Name the main parts of the body: inclusion of reproductive organs of the body.
- Know that living things grow and change at different rates that are right for them.
- Know how to deal with unwanted physical contact

Year 2

Understand that the female gives birth

Explore the value of trust in relationships

Know what secrets are and identify good and bad secrets

Identify the correct/medical names for parts of the body, including the reproductive organs.

Knowing these names are recognised by all people (unlike some family names)

Explore perceptions of gender stereotyping

Key vocabulary: Genitals, Gender, Birth

Lower Key Stage Two Year

3:

- Recognise that change is part of growing up.
- Relate babies to a lifecycle and consider their experience in/before birth.
- Understand the needs of a new baby, and that safe practices are needed to keep a baby healthy.
- Consider the impact of a new baby on a family.
- Develop a positive attitude to change

Year 4:

- Understand that different rates of growth are perfectly normal (positive body image) • Develop a positive attitude to personal body image.
- Know about the physical and emotional changes during puberty.
- Become aware of hygienic practices and the products that support them.
- Develop skills of asking for help.
- Understand the process of menstruation (girls – how to deal with it practically)

Upper Key Stage Two

Year 5

- Consolidate understanding of physical and emotional changes during puberty.
- Develop a confident approach to dealing with puberty.
- Learn how a baby is conceived.
- Consider the special qualities in an adult relationship.
- Understand the physical and emotional changes that might occur during puberty.
- Understand how babies are conceived and born

Year 6

- Revise understanding of puberty
- Become aware of the pressures to conform to gender and body stereotypes.
- Become aware of the influence of the media when forming views on sex and marriage.
- Consider when an adult may be ready for parenthood
- Understand the use of contraception
- learning and understanding reproduction and sexual health
- learning how to resist unwelcome pressures to be sexually active both in the real and digital world
- Learning how to avoid unplanned pregnancy and Sexually Transmitted Infections (STIs)
- Consider their future with aspirations
- learning to communicate openly and respectfully about relationships and sex
- knowing and understanding legal aspects of sexual behaviour
- Understanding the nature of consent
- Learning about consent in the law
- Learning about the impact of coercion and violence
- Knowing where to seek appropriate help and advice

13. Appendix 3 – Sex Education Vocabulary

This document outlines the areas covered in each year group relating specifically to Sex Education. These areas will be taught at the discretion of the Class Teacher in that class. This will involve the teaching of accurate anatomical terminology from Key Stage 1, through to the development of humans, sexual intercourse and body image in Year 6.

| Year | Key Aspects Covered in Summer Term |
|---|---|
| Infant Class <i>Foundation Stage</i> <i>Year 1</i> <i>Year 2</i> | Vagina Vulva Penis Testicles My Private Area Male Female Genitals Gender Sex Birth |
| Lower Key Stage Two <i>Year 3 and Year 4</i> | As covered in previous years Prenatal Embryo Foetus Baby Puberty Menstruation (and associated vocabulary) Period Scrotum Pubic hair |
| Upper Key Stage Two <i>Year 5 and Year 6</i> | As covered in previous years Conception Sex Sexual intercourse Consent Clitoris Labia Erection Semen Ejaculation Wet dreams Orgasm Masturbation LGBT (lesbian, gay, bisexual, transgender) Foreskin Circumcised/circumcision Body image Self-image Sexually transmitted infections (STI) Other vocabulary and topics may be covered based on questions children's ask in a class |