

# Templefield Lower School

## Relationships and Health Education Policy

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### Statement of Intent

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. State-funded primary schools are also required to teach health education.

Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

### Legal framework

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- [Section 80A of the Education Act 2002](#)
- [Children and Social Work Act 2017](#)
- [The Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019](#)
- [Equality Act 2010](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
- [Science programmes of study: key stages 1 and 2](#)
- [Teaching about relationships, sex and health](#)

This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy

### Roles and responsibilities

The governing body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.

- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing body on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The PSHE leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum.
- Ensuring the relationships and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

Class teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCo to identify and respond to the individual needs of pupils with SEND.
- Working with the PSHE leader to evaluate the quality of provision.

The SENCo is responsible for:

- Advising teachers on how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

### **Organisation of the curriculum**

Every primary school is required to deliver statutory relationships education and health education. The delivery of relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

For the purpose of this policy:

- 'Relationships education' is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- 'Health education' is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. We have organised a curriculum that is appropriate for the age and stage of development of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered so that the topics covered are taught appropriately.

We are committed to ensuring our curriculum meets the needs of the whole-school community; therefore, it is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

We consult with parents, pupils and staff in a number of ways, including through surveys, focus groups, meetings and letters.

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time by emailing [office@templefield-lower.co.uk](mailto:office@templefield-lower.co.uk).

### **Consultation with parents**

We understand the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum. We work closely with parents by establishing open communication and ensuring all parents are consulted in the development and delivery of the curriculum, as outlined above.

Parents are provided with the following information:

- The content of the relationships and health curriculum.
- The delivery of the relationships and health curriculum, including what is taught in each year group.
- The legalities surrounding withdrawing their child from the subjects.
- The resources that will be used to support the curriculum.

We aim to build positive relationships with parents by inviting them into school to discuss what will be taught, addressing any concerns and helping parents in managing conversations with their children on the issues covered by the curriculum. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

### **Relationships education overview**

By the end of primary school, pupils should know:

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| <b>Families and people who care for me</b> | <ul style="list-style-type: none"><li>• That families are important for them growing up because they can give love, security and stability.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul> |
| <b>Caring friendships</b>                  | <ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• That most friendships have ups and downs but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li><li>• How to recognise who to trust and who not to trust.</li><li>• How to judge when a friendship is making them feel unhappy or uncomfortable.</li><li>• How to manage conflict.</li><li>• How to manage different situations and how to seek help from others if needed.</li></ul>                                                                                                                              |

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| <b>Respectful relationships</b> | <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (e.g. physically, in character, personality or backgrounds), make different choices or have different preferences or beliefs.</li> <li>• Which practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• That in school and 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.</li> <li>• About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult and how to seek help.</li> <li>• What a stereotype is and how they can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> |
| <b>Online relationships</b>     | <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including pretending to be someone they are not.</li> <li>• That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online even when we are anonymous.</li> <li>• The rules and principles for keeping safe online.</li> <li>• How to recognise harmful content and contact online, and how to report these.</li> <li>• How to critically consider their online friendships and sources of information.</li> <li>• The risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Being safe</b>               | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others, including in a digital context.</li> <li>• About the concept of privacy and the implications of it for both children and adults.</li> <li>• That it is not always right to keep secrets if they relate to being safe.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter, including online, who they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves and others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to seek advice, for example, from their family, their school and other sources.</li> </ul>                                                                                      |

### Relationships education by year group

We are free to determine, within the statutory curriculum content outlined above, what pupils are taught during each year group.

We always consider the age and stage of development of pupils when deciding what will be taught in each year group. A progressive curriculum is planned, in which topics build upon prior knowledge.

### Year 1

| Topic                                                       | Statutory curriculum content                                                                                                                                                                                                                   |
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| <b>Autumn 1</b><br>What is the same and different about us? | <p>In this unit, pupils learn:</p> <ul style="list-style-type: none"> <li>• that parts of bodies covered with underwear are private (R13)</li> <li>• how they are similar or different to others and what they have in common (R23)</li> </ul> |

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| <b>Autumn 2</b><br>What is special to us?     | <p>In this unit, pupils learn:</p> <ul style="list-style-type: none"> <li>about the different people in their family and those that love and care for them (R1)</li> <li>what their family members, or people that are special to them, do to make them feel loved and cared for (R2)</li> <li>how families are all different but share common features (R3)</li> <li>about different features of family life, including what families do and enjoy together (R4)</li> <li>that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried (R5)</li> </ul> |
| <b>Summer 1</b><br>Who helps to keep us safe? | <p>In this unit, pupils learn:</p> <ul style="list-style-type: none"> <li>how to respond safely to adults they don't know (R15)</li> <li>what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard (R20)</li> <li>who can help them in different places and situations; how to attract someone's attention or ask for help; what to say (R20)</li> </ul>                                                                                                                                                                                |

## Year 2

| Topic                                          | Statutory curriculum content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Autumn 1</b><br>What makes a good friend?   | <p>In this unit, pupils learn:</p> <ul style="list-style-type: none"> <li>how to make friends with others; how people behave when they are being friendly and what makes a good friend (R6)</li> <li>how to recognise when they feel lonely and what they could do about it (R7)</li> <li>how to resolve arguments that can occur in friendships (R8)</li> <li>how to ask for help if a friendship is making them unhappy (R9)</li> </ul>                                                                                                                                                                                                                                                                                                                       |
| <b>Autumn 2</b><br>What is bullying?           | <p>In this unit, pupils learn:</p> <ul style="list-style-type: none"> <li>how words and actions can hurt people; that people can say hurtful things on (R10)</li> <li>how people may feel if they experience hurtful behaviour or bullying (R11)</li> <li>why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable (R12)</li> <li>how to respond if this happens in different situations (R12)</li> <li>how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so (R12)</li> <li>how to respond if physical contact makes them uncomfortable or unsafe (R16)</li> <li>how to ask for and give/not give permission regarding physical contact (R17)</li> </ul> |
| <b>Summer 1</b><br>What helps us to stay safe? | <p>In this unit, pupils learn:</p> <ul style="list-style-type: none"> <li>how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets (R18, R19)</li> <li>how not everything they see online is true or trustworthy and that people can pretend to be someone they are not (R14)</li> <li>how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them (R20)</li> </ul>                                                                                                                                                                                                                          |

## Year 3

| Topic                                           | Statutory curriculum content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Autumn 1</b><br>How can we be a good friend? | <p>In this unit, pupils learn:</p> <ul style="list-style-type: none"> <li>how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded (R13)</li> <li>how to recognise if others are feeling lonely and excluded and strategies to include them (R14)</li> <li>how to build good friendships, including identifying qualities that contribute to positive friendships (R10, R11)</li> <li>that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences (R17)</li> <li>how to recognise if a friendship is making them unhappy, feel uncomfortable</li> </ul> |

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|                                            | or unsafe and how to ask for support (R18)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Spring 1</b><br>What are families like? | <p>In this unit, pupils learn:</p> <ul style="list-style-type: none"> <li>• how families differ from each other, including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents (R5, R7)</li> <li>• how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays (R8)</li> <li>• how people within families should care for each other and the different ways they demonstrate this (R6)</li> <li>• how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe (R9)</li> </ul> |
| <b>Spring 2</b><br>What makes a community? | <p>In this unit, pupils learn:</p> <ul style="list-style-type: none"> <li>• how to respect the differences and similarities between people and recognise what they have in common with others (R32)</li> <li>• how to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own (R33)</li> </ul>                                                                                                                                                                                                                                                                                                      |

#### Year 4

| Topic                                                          | Statutory curriculum content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Autumn 2</b><br>How do we treat each other with respect?    | <p>In this unit, pupils learn:</p> <ul style="list-style-type: none"> <li>• how people's behaviour affects themselves and others, including online (R19)</li> <li>• how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return (R30)</li> <li>• about the right to privacy and personal boundaries (R22, R25)</li> <li>• how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) (R27)</li> <li>• the rights that children have and why it is important to protect these</li> <li>• that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination (R21, R31)</li> <li>• how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns (R20, R29)</li> </ul> |
| <b>Summer 1</b><br>How can we manage risk in different places? | <p>In this unit, pupils learn:</p> <ul style="list-style-type: none"> <li>• how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence (R15)</li> <li>• how people's online actions can impact on other people (R15)</li> <li>• how to keep safe online, including managing requests for personal information (R12)</li> <li>• how to recognise what is appropriate to share or not share online (R23)</li> <li>• how to report concerns, including about inappropriate online content and contact (R23, R29)</li> <li>• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law (R24, R28)</li> </ul>                                                                                                                                                                                                                                                                                    |

#### Health education overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

By the end of primary school, pupils should know:

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| <b>Mental wellbeing</b> | <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.</li> <li>• The scale of emotions that humans experience in response to different experiences and situations.</li> </ul> |
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| <b>Mental wellbeing</b><br>(continued) | <ul style="list-style-type: none"> <li>• 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.</li> <li>• How to judge whether what they are feeling and how they are behaving are appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.</li> <li>• How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.</li> <li>• That it is common to experience mental ill health and, for the many people who do, that the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul> |
| <b>Internet safety and harm</b>        | <ul style="list-style-type: none"> <li>• That for most people, the internet is an integral part of life and has many benefits.</li> <li>• About the benefits of rationing time spent online.</li> <li>• The risks of excessive time spent on electronic devices.</li> <li>• The impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• How to consider the effect of their online actions on others.</li> <li>• How to recognise and display respectful behaviour online.</li> <li>• The importance of keeping personal information private.</li> <li>• Why some social media, some computer games and online gaming are age-restricted.</li> <li>• 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.</li> <li>• How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>                                                                                                                                                                           |
| <b>Physical health and fitness</b>     | <ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this, e.g. by walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• The risks associated with an inactive lifestyle, including obesity.</li> <li>• How and when to seek support, including which adults to speak to in school, if they are worried about their health.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Healthy eating</b>                  | <ul style="list-style-type: none"> <li>• What constitutes a healthy diet, including an understanding of calories and other nutritional content.</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and the risks associated with unhealthy eating, including obesity and other behaviours, e.g. the impact of alcohol on health.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Drugs, alcohol and tobacco</b>      | <ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Health and prevention</b>           | <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| <b>Health and prevention</b><br>(continued) | <ul style="list-style-type: none"> <li>About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.</li> <li>The facts and science relating to immunisation and vaccination.</li> </ul>                  |
| <b>Basic first aid</b>                      | <ul style="list-style-type: none"> <li>How to make a clear and efficient call to the emergency services, if necessary.</li> <li>Concepts of basic first-aid, e.g. dealing with common injuries, including head injuries.</li> </ul>                                                |
| <b>Changing adolescent body</b>             | <ul style="list-style-type: none"> <li>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>About menstrual wellbeing and key facts relating to the menstrual cycle.</li> </ul> |

### Health education by year group

We are free to determine, within the statutory curriculum content outlined above, what pupils are taught during each year group.

We always consider the age and stage of development of pupils when deciding what will be taught in each year group. A progressive curriculum is planned, in which topics build upon prior knowledge.

### Year 1

| Topic                                                              | Statutory curriculum content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Autumn 1</b><br>What is the same and different about us?        | In this unit, pupils learn: <ul style="list-style-type: none"> <li>what they like/dislike and are good at (H23)</li> <li>what makes them special and how everyone has different strengths (H21)</li> <li>how their personal features or qualities are unique to them (H22)</li> <li>to use the correct names for the main parts of the body, including external genitalia e.g. vulva, vagina, penis, testicles (H25)</li> </ul>                                                                                                                                                                                                                                                           |
| <b>Spring 1</b><br>What helps us stay healthy?                     | In this unit, pupils learn: <ul style="list-style-type: none"> <li>what being healthy means and who helps help them to stay healthy e.g. parent, dentist, doctor (H1, H10)</li> <li>that things people put into or onto their bodies can affect how they feel (H37)</li> <li>how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy (H6)</li> <li>why hygiene is important and how simple hygiene routines can stop germs from being passed on (H5)</li> <li>what they can do to take care of themselves on a daily basis e.g. brushing teeth and hair, hand washing (H7)</li> </ul> |
| <b>Summer 1</b><br>Who helps to keep us safe?                      | In this unit, pupils learn: <ul style="list-style-type: none"> <li>about people whose job it is to help keep us safe (H33)</li> <li>how to get help if there is an accident and someone is hurt (H35)</li> <li>how to dial 999 in an emergency and what to say (H36)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Summer 2</b><br>How can we look after each other and the world? | In this unit, pupils learn: <ul style="list-style-type: none"> <li>how people grow and change and how people's needs change as they grow from young to old (H26)</li> <li>how to manage change when moving to a new class/year group (H27)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                     |

### Year 2

| Topic                                                      | Statutory curriculum content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Spring 2</b><br>What can help us grow and stay healthy? | In this unit, pupils learn: <ul style="list-style-type: none"> <li>that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest (H1)</li> <li>that eating and drinking too much sugar can affect their health, including dental health (H2)</li> <li>how to be physically active and how much rest and sleep they should have every day (H3, H4)</li> <li>that there are different ways to learn and play; how to know when to take a break from screen-time (H9)</li> <li>how sunshine helps bodies to grow and how to keep safe and well in the sun (H8)</li> </ul> |

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| <b>Summer 1</b><br>Who helps us to stay safe?        | In this unit, pupils learn: <ul style="list-style-type: none"> <li>• how rules and age restrictions that keep us safe (H28)</li> <li>• how to recognise risk in simple everyday situations and what action to take to minimise harm (H29)</li> <li>• how to keep safe at home (including around electrical appliances) and fire safety e.g. not playing with matches and lighters (H30)</li> <li>• that household products (including medicines) can be harmful if not used correctly (H31)</li> <li>• how to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely (H32)</li> <li>• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not (H34)</li> <li>• how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them (H34)</li> </ul> |
| <b>Summer 2</b><br>How do we recognise our feelings? | In this unit, pupils learn: <ul style="list-style-type: none"> <li>• how to recognise, name and describe a range of feelings (H11, H12, H16)</li> <li>• what helps them to feel good, or better if not feeling good (H17, H20)</li> <li>• how different things, times and experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) (H15, H20, H27)</li> <li>• how feelings can affect people in their bodies and their behaviour (H13)</li> <li>• ways to manage big feelings and the importance of sharing their feelings with someone they trust (H18)</li> <li>• how to recognise when they might need help with feelings and how to ask for help when they need it (H19, H24)</li> </ul>                                                                                                                                                                                                                         |

### Year 3

| Topic                                                               | Statutory curriculum content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Autumn 2</b><br>What keeps us safe?                              | In this unit, pupils learn: <ul style="list-style-type: none"> <li>• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe (H39)</li> <li>• how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers (H39)</li> <li>• how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) (H9)</li> <li>• how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns (H43, H44)</li> <li>• what to do in an emergency, including calling for help and speaking to the emergency services (H44)</li> </ul> |
| <b>Summer 1</b><br>Why should we eat well and look after our teeth? | In this unit, pupils learn: <ul style="list-style-type: none"> <li>• how to eat a healthy diet and the benefits of nutritionally rich foods (H1, H2)</li> <li>• how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist (H11)</li> <li>• how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health (H4, H5, H6, H11)</li> <li>• how people make choices about what to eat and drink, including who or what influences these (H3)</li> <li>• how, when and where to ask for advice and help about healthy eating and dental care (H14)</li> </ul>                                                                                                                                                          |
| <b>Summer 2</b><br>Why should we keep active and sleep well?        | In this unit, pupils learn: <ul style="list-style-type: none"> <li>• how regular physical activity benefits bodies and feelings (H2, H7)</li> <li>• how to be active on a daily and weekly basis - how to balance time online with other activities (H7, H13)</li> <li>• how to make choices about physical activity, including what and who influences decisions (H1, H3)</li> <li>• how the lack of physical activity can affect health and wellbeing (H5)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                         |

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|  | <ul style="list-style-type: none"> <li>• how lack of sleep can affect the body and mood and simple routines that support good quality sleep (H8)</li> <li>• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried (H14)</li> </ul> |
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#### Year 4

| Topic                                                                | Statutory curriculum content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Autumn 1</b><br>What strategies, skills and interests do we have? | In this unit, pupils learn: <ul style="list-style-type: none"> <li>• how to recognise personal qualities and individuality (H27)</li> <li>• to develop self-worth by identifying positive things about themselves and their achievements (H28)</li> <li>• how their personal attributes, strengths, skills and interests contribute to their self-esteem (H28)</li> <li>• how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking (H29)</li> </ul>                                                                                                                                                                                                                                                                                                                                   |
| <b>Spring 1</b><br>How can we manage our feelings?                   | In this unit, pupils learn: <ul style="list-style-type: none"> <li>• how everyday things can affect feelings (H18)</li> <li>• how feelings change over time and can be experienced at different levels of intensity (H17)</li> <li>• the importance of expressing feelings and how they can be expressed in different ways (H19)</li> <li>• how to respond proportionately to, and manage, feelings in different circumstances (H20)</li> <li>• ways of managing feelings at times of loss, grief and change (H23)</li> <li>• how to access advice and support to help manage their own or others' feelings (H20)</li> </ul>                                                                                                                                                                                            |
| <b>Summer 1</b><br>How can we manage risk in different places?       | In this unit, pupils learn: <ul style="list-style-type: none"> <li>• how to predict, assess and manage risk in different situations (H38)</li> <li>• how to keep safe in the local environment and less familiar locations e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about (H41)</li> <li>• how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online (H42)</li> <li>• how to report concerns, including about inappropriate online content and contact (H42)</li> <li>• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law (H37, H47)</li> </ul> |
| <b>Summer 2</b><br>How will we grow and change?                      | In this unit, pupils learn: <ul style="list-style-type: none"> <li>• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams (H31)</li> <li>• how puberty can affect emotions and feelings (H31)</li> <li>• how personal hygiene routines change during puberty (H32)</li> <li>• how to ask for advice and support about growing and changing and puberty (H34)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                         |

#### Sex education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum; this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

We are free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do not teach pupils sex education beyond what is required of the science curriculum.

#### Delivery of the curriculum

The relationships and health education will be delivered as part of our PSHE curriculum. Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical and development. We will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their stage of development and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

At all points of delivery of this programme, parents will be consulted and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be formally assessed by the PSHE leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. In each year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc. will not be used and resources will be selected with sensitivity given to the age, stage of development and cultural background of pupils.

Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or materials that appear as instructive rather than preventative.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as set out in the school's Child Protection and Safeguarding Policy.

The programme will be designed to include all pupils and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Teachers will undertake informal assessments to determine pupils' progress in the relationships and health curriculum.

### **Working with external experts**

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Before delivering the session, we will:

- Ensure the lesson the external expert has planned fits with our planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

### **Equality and accessibility**

We understand our responsibility in relation to the Equality Act 2010, specifically that we must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

We are committed to making reasonable adjustments, wherever possible, to promote accessibility and inclusivity of the curriculum. We understand that pupils with SEND or other needs, such as those with social, emotional or mental health needs, are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, we implement a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

We understand that relationships and health education may include topics which are triggers for teaching staff, and could relate to historic, recent or current trauma. If this is the case, we encourage staff to approach their line manager or the wellbeing lead to discuss this.

### **Curriculum links**

We seek opportunities to draw links between relationships and health education, and other curriculum subjects, wherever possible, to enhance pupils' learning.

Relationships and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

### **Withdrawing from the subjects**

Relationships and health education are statutory for primary-aged pupils and parents **do not** have the right to withdraw their child from the subjects.

### **Behaviour**

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another. Any bullying incidents caused as a result of the relationships and health education programme will be dealt with as seriously as other bullying incidents within school. Any occurrences of these incidents will be reported to a member of staff and dealt with in line with the school's Anti-Bullying Policy.

### **Staff training**

All members of staff will undergo training to ensure they are up-to-date with the relationship and health education programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training led by the PSHE leader to ensure they are fully equipped to teach the subjects effectively. Training of staff will also be scheduled around any updated guidance on the programme and any new developments which may need to be addressed in relation to the programme.

### **Confidentiality**

Confidentiality within the classroom is an important component of relationships and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the headteacher to any suspicions of inappropriate behaviour or potential abuse, in line with the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

### **Monitoring quality**

The PSHE leader is responsible for monitoring the quality of teaching and learning for the subjects. This will include the following activities:

- Pupil discussions
- Lesson observations
- Learning walks
- Work scrutiny
- Planning scrutiny

The PSHE leader will work with the headteacher to evaluate the effectiveness of the subjects and implement any changes. They will produce regular reports for the governing body on the quality of the subjects.

### **Monitoring and review**

This policy will be reviewed on an annual basis by the PSHE leader and headteacher. It will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

At every review the governing body is responsible for approving the policy. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils. The next scheduled review date for this policy is February 2023.