



Relationships and Sex Education Policy

This policy applies to Steephill School, including the EYFS setting.

Policy Authors	
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Reviewed and approved by:	Full Governing body _____
Next review due:	March 2027

Relationships and Sex Education Policy:

Steephill School takes its responsibility to provide relevant, effective and responsible relationships and sex education (RSE) to all its pupils as part of the school's personal, social, health and economic education (PSHE) curriculum very seriously. The school wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the sex education provision. This policy is drafted by the PSHE/RSE Lead in consultation with DSLs, parents and school governors. Parents are given the opportunity to discuss this policy at parents' evenings; our parents RSE workshop and teaching and non-teaching staff are invited to discuss it during training sessions. The policy is reviewed and approved by the governing body annually.

Definition and aims of Relationships and Sex Education:

RSE is lifelong learning about physical, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by pupils in our care. It is also about teaching what it is to be in a caring, stable and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship. RSE will teach children about the importance of family life, respect and healthy relationships. This includes exploring the role of stable, caring relationships – whether through marriage, civil partnerships, or other family structures – as fundamental to personal well-being and community cohesion. Lessons will also celebrate the diversity of relationships in our society, promoting understanding and respect for all, in line with our commitment to inclusivity and equality.

We would like to emphasise that by providing comprehensive RSE we are not encouraging pupils to become sexually active at a young age. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy, we also aim to raise pupils' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. We hope to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical abilities, neurodiversity, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with Special Educational Needs or Disabilities (SEND).

Through our comprehensive Relationships Education provision, we aim to provide all pupils with:

- the knowledge and understanding of a variety of relationships;
- the ability to identify any concerns they have about a relationship;
- coping strategies and an awareness of how and where to seek support;
- an understanding of their rights and responsibilities within a range of relationships;
- an awareness of the process of growing up and the changes they and others will experience;
- an understanding of the characteristics of positive relationships.

Roles and responsibilities:

From September 2020, all primary schools must deliver Relationships Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

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

It is important that all school staff feel comfortable to take PSHE classes and answer questions from pupils. If the teacher does not feel confident leading RSE discussions then that is likely to be reflected by the pupils and their learning will be compromised. The school provides regular professional development training in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSE is so important. There are certain members of the school leadership team, such as the Deputy Head, the RSE subject Leader and SENCO who will hold more responsibility for ensuring that the school's sex education provision is relevant to our pupils and effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

Documents that inform the school's Relationships Education Policy include:

- Safeguarding Policy
- Relationships Education, Relationships and Sex Education and Health Education (2019)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2024)

Governors and Senior Leaders will:

- Develop this school policy and review it on a yearly basis. This policy is developed in consultation with school parents, pupils and staff to ensure that it meets the needs of the whole school community.
- Ensure that all staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to sex education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensure that sex education is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the RSE curriculum.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced RSE in school.
- Communicate freely with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into

account and acted on as appropriate. We want the provision of sex education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents and additional support given where necessary or requested.

All staff will:

- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to April Hannan, the PSHE/RSE subject lead, the Deputy Head, Claire Ross or Cerise Maloney who is the Curriculum lead.
- Attend and engage in professional development training around sex education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to their manager. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Provide regular feedback to their line managers on their experience of teaching RSE and pupil response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs. If teachers need support in this area, they should speak to the SENCO, Claire Ross.

Pupils

Pupils are expected to attend RSE lessons that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through RSE. Listening in class, being considerate of other people's feelings and beliefs, and complying with confidentiality rules that are set in class are key to effective provision. We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to sex education or otherwise. Conversations of this nature between staff and pupils will be held in confidence; however, staff may take concerns to the designated safeguarding lead or manager, in line with our Child Protection Policy if there is a child protection concern or they feel ill-equipped to deal with the issue at hand.

We ask pupils for feedback on the school's sex education provision annually and expect them to take this responsibility seriously. Opinions on provision and comments will be reviewed by the Senior Leadership Team and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about.

Parents

We expect parents to share the responsibility of sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE and RSE. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

Implementation and curriculum

It is important that we implement our RSE policy consistently throughout the school and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development. Through this aspect of our curriculum, we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.

Who does what?

Year Group	Content
Year 1	My special people
Year 2	We are growing human life cycle Everybody's body
Year 3	What makes a good friend? Falling out with friends
Year 4	Time to change Personal hygiene
Year 5	Menstruation and wet dreams Emotions and feelings
Year 6	Puberty: recap and review Puberty: change and becoming independent Positive and healthy relationships How a baby is made

	Overview of lessons	
	Relationships and Sex Education	
	Learning Objectives	Intended Learning Outcomes
Year 1 My special people	<ul style="list-style-type: none"> about the special people in our lives and how we care for one another 	<ul style="list-style-type: none"> identify our own special people explain what makes them special to us and why they are important in our lives describe the different ways our special people care for us recognise how we can care for them in return
Year 2 We are growing: human life cycle	<ul style="list-style-type: none"> about how we change as we grow 	<ul style="list-style-type: none"> recognise the main stages of the human life cycle (baby, child, adult) recognise that the process of growing takes time and describe what changes when people grow from young to old identify ways we are more independent now than when we were younger describe our feelings about growing and changing
Year 2 Everybody's body	<ul style="list-style-type: none"> about the differences and similarities between people 	<ul style="list-style-type: none"> describe similarities and differences between ourselves and others challenge simple stereotypes about boys and girls recognise and use the correct names for main parts of the body
Year 3 What makes a good friend?	<ul style="list-style-type: none"> about friendship – why it is important and what makes a good friend 	<ul style="list-style-type: none"> recognise the different types of friendships that are important to us (e.g.: family, friends, groups we belong to, neighbours) explain why friendship and having friends is valuable identify how friends show they care for and value each other describe what makes a good friendship and what is most important in a friendship

<p>Year 3</p> <p>Falling out with friends</p>	<ul style="list-style-type: none"> • how to maintain good friendships • about solving disagreements and conflict amongst themselves and their peers 	<ul style="list-style-type: none"> • identify what helps maintain friendships • describe feelings when disagreements and conflict occur • identify what can help if there are friendship problems • demonstrate strategies for solving arguments with peers
<p>Year 4</p> <p>Puberty: time to change</p>	<ul style="list-style-type: none"> • about some of the physical changes experienced during puberty 	<ul style="list-style-type: none"> • identify some of the physical changes that happen to bodies during puberty • explain that puberty begins and ends at different times for different people use scientific vocabulary for external male and female body parts/genitalia
<p>Year 4</p> <p>Puberty: personal hygiene</p>	<ul style="list-style-type: none"> • about the importance of personal hygiene during puberty • to respond to questions about puberty 	<ul style="list-style-type: none"> • explain how and why it is important to keep clean during puberty • describe ways of managing physical change during puberty • respond to questions and give advice to others about puberty
<p>Year 5</p> <p>Puberty: menstruation and wet dreams</p>	<ul style="list-style-type: none"> • about the physical changes that happen to males and females during puberty 	<ul style="list-style-type: none"> • to use scientific vocabulary for external and internal male and female body parts/genitalia • explain what happens during menstruation (periods) • explain what is meant by ejaculation and wet dreams
<p>Year 5</p> <p>Puberty: emotions and feelings</p>	<ul style="list-style-type: none"> • how and why emotions may change during puberty about • getting appropriate help, advice and support about puberty 	<ul style="list-style-type: none"> • describe how emotions and relationships may change during puberty know where we can get the help and support we need in relation to puberty
<p>Year 6</p> <p>Puberty: recap and review</p>	<ul style="list-style-type: none"> • more about the changes that happen at puberty (recap from year 4 or 5) 	<ul style="list-style-type: none"> • describe the physical and emotional changes that occur during puberty and suggest ways to manage them • identify what is important for young people to know about puberty

		<ul style="list-style-type: none"> • explain where to get help and support for puberty issues or worries
Year 6 Puberty: change and becoming independent	<ul style="list-style-type: none"> • about managing change - new roles and responsibilities as we grow up 	<ul style="list-style-type: none"> • describe some of the changes that happen as someone grows up • identify the range of feelings associated with change, transition to secondary school, and becoming more independent • describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
Year 6 Positive and healthy relationships	<ul style="list-style-type: none"> • about what constitutes a positive, healthy relationship • that relationships can change over time 	<ul style="list-style-type: none"> • identify different kinds of loving relationships • describe the qualities that enable these relationships to flourish • explain the importance of mutual respect in close relationships • recognise how relationships may change or end and what can help to manage this
Year 6 How babies are made	<ul style="list-style-type: none"> • about adult relationships and the human life cycle • about human reproduction (how a baby is made and how it grows) 	<ul style="list-style-type: none"> • describe some of the features of loving relationships • explain what is meant by consent in a relationship • describe how a baby is made • explain what pregnancy means, how long it lasts, and where it occurs

Our Relationships Curriculum: This is taught within PSHE lessons

	Overview of lessons	
	Learning Objectives	Intended Learning Outcomes
<p>Year 1</p> <p>Family and Relationships</p>	<ul style="list-style-type: none"> Roles of different people; families; feeling cared for 	<ul style="list-style-type: none"> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers the role these different people play in children’s lives and how they care for them what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. about the importance of telling someone — and how to tel them — if they are worried about something in their family
<p>Safe relationships</p>	<ul style="list-style-type: none"> Recognising privacy; staying safe; seeking permission 	<ul style="list-style-type: none"> about situations when someone’s body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) how to respond if being touched makes them feel uncomfortable or unsafe when it is important to ask for permission to touch others how to ask for and give/not give permission
<p>Respecting ourselves and others</p>	<ul style="list-style-type: none"> How behaviour affects others; being polite and respectful 	<ul style="list-style-type: none"> what kind and unkind behaviour mean in and out school how kind and unkind behaviour can make people feel about what respect means about class rules, being polite to others, sharing and taking turns

<p>Year 2</p> <p>Family and Relationships</p>	<ul style="list-style-type: none"> • Making friends; feeling lonely and getting help 	<ul style="list-style-type: none"> • how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else
<p>Safe relationships</p>	<ul style="list-style-type: none"> • Managing secrets; resisting pressure and getting help; recognising hurtful behaviour 	<ul style="list-style-type: none"> • how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use

Respecting ourselves and others	<ul style="list-style-type: none"> • Recognising things in common and differences; playing and working cooperatively; sharing opinions 	<ul style="list-style-type: none"> • about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views
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Year 3 Family and Relationships	<ul style="list-style-type: none"> • What makes a family; features of family life 	<ul style="list-style-type: none"> • to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe
Safe relationships	<ul style="list-style-type: none"> • Personal boundaries; safely responding to others; the impact of hurtful behaviour 	<ul style="list-style-type: none"> • What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved

		<ul style="list-style-type: none"> • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour
Respecting ourselves and others	<ul style="list-style-type: none"> • Recognising respectful behaviour; the importance of self-respect; courtesy and being polite 	<ul style="list-style-type: none"> • to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society

Year 4 Family and relationships	<ul style="list-style-type: none"> • Positive friendships, including online 	<ul style="list-style-type: none"> • about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online
Safe relationships	<ul style="list-style-type: none"> • Responding to hurtful behaviour; managing confidentiality; recognising risks online 	<ul style="list-style-type: none"> • to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online

		<ul style="list-style-type: none"> • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online
Respecting ourselves and others	<ul style="list-style-type: none"> • Respecting differences and similarities; discussing difference sensitively 	<ul style="list-style-type: none"> • to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone

<p>Year 5</p> <p>Family and relationships</p>	<ul style="list-style-type: none"> • Managing friendships and peer influence 	<ul style="list-style-type: none"> • what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships
<p>Safe relationships</p>	<ul style="list-style-type: none"> • Physical contact and feeling safe 	<ul style="list-style-type: none"> • to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact

Respecting ourselves and others	<ul style="list-style-type: none"> • Responding respectfully to a wide range of people; recognising prejudice and discrimination 	<ul style="list-style-type: none"> • to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment
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Year 6 Family and relationships	<ul style="list-style-type: none"> • Attraction to others; romantic relationships; civil partnership and marriage 	<ul style="list-style-type: none"> • what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried
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<p>Safe relationships</p>	<ul style="list-style-type: none"> • Recognising and managing pressure; consent in different situations 	<ul style="list-style-type: none"> • to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations
<p>Respecting ourselves and others</p>	<ul style="list-style-type: none"> • Expressing opinions and respecting other points of view, including discussing topical issues 	<ul style="list-style-type: none"> • about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements

Our Health and Wellbeing Curriculum: This is taught within PSHE lessons

	Overview of lessons	
	Health and Wellbeing	
	Learning Objectives	Intended Learning Outcomes
Year 1 Physical health and Mental wellbeing	<ul style="list-style-type: none"> Keeping healthy; food and exercise; hygiene routines; sun safety 	<ul style="list-style-type: none"> what it means to be healthy and why it is important ways to take care of themselves on a daily basis about basic hygiene routines, e.g. hand washing about healthy and unhealthy foods, including sugar intake about physical activity and how it keeps people healthy about different types of play, including balancing indoor, outdoor and screen-based play about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors how to keep safe in the sun
Growing and changing	<ul style="list-style-type: none"> Recognising what makes them unique and special; feelings; managing when things go wrong 	<ul style="list-style-type: none"> to recognise what makes them special and unique including their likes, dislikes and what they are good at how to manage and whom to tell when finding things difficult, or when things go wrong how they are the same and different to others about different kinds of feelings how to recognise feelings in themselves and others how feelings can affect how people behave
Keeping safe	<ul style="list-style-type: none"> How rules and age restrictions help us; keeping safe online 	<ul style="list-style-type: none"> how rules can help to keep us safe why some things have age restrictions, e.g. TV and film, games, toys or play areas basic rules for keeping safe online whom to tell if they see something online that makes them feel unhappy, worried, or scared

<p>Year 2</p> <p>Physical health and Mental wellbeing</p>	<ul style="list-style-type: none"> • Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help 	<ul style="list-style-type: none"> • about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings
<p>Growing and changing</p>	<ul style="list-style-type: none"> • Growing older; naming body parts; moving class or year 	<ul style="list-style-type: none"> • about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year

Keeping safe

- Safety in different environments; risk and safety at home; emergencies
- how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines
- how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'
- to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger
- how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products
- about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel
- how to respond if there is an accident and someone is hurt
- about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say

<p>Year 3</p> <p>Physical health and Mental wellbeing</p>	<ul style="list-style-type: none"> • Health choices and habits; what affects feelings; expressing feelings 	<ul style="list-style-type: none"> • about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful
<p>Growing and changing</p>	<ul style="list-style-type: none"> • Personal strengths and achievements; managing and reframing setbacks 	<ul style="list-style-type: none"> • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback,

		remembering what they are good at, trying again
Keeping safe	<ul style="list-style-type: none"> Risks and hazards; safety in the local environment and unfamiliar places 	<ul style="list-style-type: none"> how to identify typical hazards at home and in school how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen about fire safety at home including the need for smoke alarms the importance of following safety rules from parents and other adults how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety

Year 4		
Physical health and Wellbeing	<ul style="list-style-type: none"> Maintaining a balanced lifestyle; oral hygiene and dental care 	<ul style="list-style-type: none"> to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally what good physical health means and how to recognise early signs of physical illness that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary how to maintain oral hygiene and dental health, including how to brush and floss correctly the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health
Growing and changing	<ul style="list-style-type: none"> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty 	<ul style="list-style-type: none"> how to identify external genitalia and reproductive organs about the physical and emotional changes during puberty key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams strategies to manage the changes during puberty including menstruation

		<ul style="list-style-type: none"> • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty
<p>Keeping safe</p>	<ul style="list-style-type: none"> • Medicines and household products; drugs common to everyday life 	<ul style="list-style-type: none"> • the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice

<p>Year 5</p> <p>Physical health and Wellbeing</p>	<ul style="list-style-type: none"> • Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies 	<ul style="list-style-type: none"> • how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke • how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment
<p>Growing and changing</p>	<ul style="list-style-type: none"> • Personal identity; recognising individuality and different qualities; mental wellbeing 	<ul style="list-style-type: none"> • about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing
<p>Keeping safe</p>	<ul style="list-style-type: none"> • Keeping safe in different situations, including responding in emergencies, first aid and FGM 	<ul style="list-style-type: none"> • to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour

		<ul style="list-style-type: none"> • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services • that female genital mutilation (FGM) is against British law¹ • what to do and whom to tell if they think they or someone they know might be at risk of FGM
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<p>Year 6</p> <p>Physical health and Wellbeing</p>	<ul style="list-style-type: none"> • What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online 	<ul style="list-style-type: none"> • that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed
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		<ul style="list-style-type: none"> • about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online
<p>Growing and changing</p>	<ul style="list-style-type: none"> • Human reproduction and birth; increasing independence; managing transitions 	<ul style="list-style-type: none"> • to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school • practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception² • about the responsibilities of being a parent or carer and how having a baby changes someone's life

Keeping safe

- Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
- how to protect personal information online
- to identify potential risks of personal information being misused
- strategies for dealing with requests for personal information or images of themselves
- to identify types of images that are appropriate to share with others and those which might not be appropriate
- that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be
- what to do if they take, share or come across an image which may upset, hurt or embarrass them or others
- how to report the misuse of personal information or sharing of upsetting content/images online
- about the different age rating systems for social media, T.V, films, games and online gaming
- why age restrictions are important and how they help people make safe decisions
- about what to watch, use or play
- about the risks and effects of different drugs
- about the laws relating to drugs common to everyday life and illegal drugs
- to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs
- about the organisations where people can get help and support concerning drug use
- how to ask for help if they have concerns about drug use
- about mixed messages in the media relating to drug use and how they might influence opinions and decisions

Delivery of Relationships Education:

Our PSHE and RSE lessons are taught by staff who are trained in delivering the specific content of the lessons. Ground rules will be established in class and children reminded of these at the start of each lesson. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content.

Ground rules in class are essential when discussing sensitive subject matter. We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

Children will also be given the option to ask questions anonymously through the use of paper questions, which gives children the option to write down their questions and where appropriate receive an answer on a one-to-one basis, rather than in front of the whole class. This will also enable pupils to feel more comfortable to ask questions without being identified. Distancing techniques will be employed in our Relationships Education, as with other areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

During RSE lessons, the classroom is a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships.

In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our Relationships Education curriculum through a variety of teaching methods and interactive activities.

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill-equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Senior Leadership Team or the PSHE and RSE coordinator.

In each year group, lessons will recap on the content of previous years as a reminder and to allow for children to “catch up” if they were not present for the previous year’s lessons. We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when they are older.

Our lessons will be differentiated where appropriate, ensuring all children are able to participate fully. Children will be given the opportunity throughout the units of work to reflect on and evaluate their learning - assessment opportunities are built into every lesson.

The lessons will give children the opportunity to increase their knowledge and understanding of the topic. They will also be able to explore their feelings and ideas about topics and listen to the views of other people. The overall aim is for children to be able to make their informed choices and decisions.

All the content outlined above is statutory and therefore all children should be taught it. As with any other subject, teachers will ensure that the lesson is taught in a way which means children of all abilities will learn. The government is very clear that they want children with Special Educational Needs (SEN) to be included in these lessons.

Guest speakers

We may invite guest speakers into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. Full risk assessments for all guest speakers will be completed in line with our Guest Speaker Policy.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Pupils with special educational needs

We work hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE. The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods
- use of expert guest speakers
- practical activities
- using DVDs or video
- group and paired activities.

The role of parents/parental right of withdrawal

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to read this policy. Parents can request access to resources and information being used in class and the school will do everything it can to ensure that parents are comfortable with the education provided to their children in school. It is, however, a statutory right of parents or carers to withdraw the children in their care from sex education. **This excludes withdrawal from the elements on human growth and reproduction, which fall under the National Curriculum Science. The National Curriculum for Science includes subject content such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.**

There is no right to withdraw from Relationships Education at primary, as we believe the contents of these subjects – such as family, friendship, safety (including online safety) are important for all children to be taught.

Any parent wishing to withdraw their child from RSE should contact the Class Teacher who will arrange a meeting to discuss their concerns. RSE is a vital part of the school curriculum and supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take.

We will inform parents of the right to withdraw by letter in the Summer Term in advance of non-statutory sex education lessons being taught to Class 6. Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk to the Class teacher or Miss Hannan the RSE and PSHE Subject Leader or the Headteacher who will explore any concerns and discuss resources being used.

Equal opportunities

RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the Positive School Behaviour Policy and the Anti-Bullying Policy, which can be accessed on the school website.

Safeguarding and confidentiality

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers. It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's child protection and safeguarding procedure should be followed.

Personal information about pupils who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must be dealt with as outlined in the school's child protection and safeguarding procedure.

Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's staff discipline, conduct and grievance procedures.

If a member of staff is informed that a pupil or sibling under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the SENCO to decide what is in the best interest of the child.

Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the RSE curriculum yearly and will inform parents of any revisions to the school policy or sex education curriculum.

We aim to monitor the effectiveness of our sex education provision through:

- Yearly feedback from pupils
- Yearly feedback from parents
- Feedback from staff
- Classroom observations.

The school will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom. If parents would like to have any further support on how they can provide effective sex education at home, then they can contact the school office who will arrange a meeting with an appropriate member of staff.