

Bicton C.E. Primary School



We nurture and inspire all children in our care to flourish and develop a lifelong love of learning, becoming the best they can be.

We provide an enriching and engaging curriculum, equipping children with the resilience, confidence and independence needed for our ever-changing world. Spiritual, moral, social and cultural development will be at our heart.

John 10:10 Jesus said, "I have come that they may have life and have it to the full."

Relationships and Health Education Policy

The following policy has been reviewed and approved by the Governing Board, Parents, Pupils and Staff and is the result of working with Shropshire Advisors

October 2025

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Statement of intent

At Bicton C.E. Primary School, we will provide age-appropriate relationships and health education (RHE) to all pupils as part of the school's statutory curriculum. Our school aims to assure parents and pupils that all aspects of RHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

We place the emphasis upon relationships, supporting pupils understanding and skill in developing positive and healthy relationships. We believe that this work is a lifelong learning process. It is about physical, moral and emotional development; and is about understanding the importance of committed, stable and loving relationships; respect, love and care; and marriage. It involves teaching about developing relationships, sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

We will focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Staff will avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.

As a school with a religious character, we may teach the C of E distinctive faith perspective on relationships, and balanced debated may take place about issues that are contentious. For example, we may wish to reflect on faith teachings about certain topics as well as how faith institutions may support people in matters of relationships and sex. Through our curriculum overview (see Appendices) we are clear when we are delivering content that reflects religious belief.

RSHE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

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 is required to be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education (RSHE) for all our pupils. This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered. Any sex education included within the curriculum consists of age-appropriate content which covers how

babies are conceived and how they are born. Sex education does not go above and beyond the focus of reproduction. State-funded primary schools are also required to teach health education.

RHSE is part of the integrated curriculum of the school. Education for personal growth and self esteem , including sex and health education, complements and overlaps with the consideration of the Personal, Social, Health and Emotional development of the child and the general life of the school (see Behaviour and Discipline policy), relationships with one another, including staff and parents/carers, socialisation, values and attitudes. See also our Mental / Emotional Health and Wellbeing policy.

Ofsted 2002 recommendations have informed our policy and practice, in particular:

‘A caring and developmental Sex and Relationship Education (SRE) programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.’

The Lichfield Diocesan Board of Education (Sex and Relationship Guidance: A Christian Perspective 2008) states that ‘Sex and Relationship Education is part of a child’s broad, balanced curriculum, integral to the basic curriculum of the school and part of the child’s all round development’.

“In Church of England schools, RSE will be rooted in the teachings of the Church, including the importance of trust, loyalty, fidelity and the Christian understanding of marriage as the context for sexual relationships, as well as the understanding of abstinence and celibacy as positive life choices.

In partnership with parents, schools have a vital role to play in the formation of our children. Taking that responsibility seriously means we are not prepared to leave their development to the distorted representations of sex and relationships that are just a few clicks away on their phones and computers, but will actively promote staying safe, developing healthy relationships, and protecting self-esteem and good mental health. That’s what good RSE should aim for as it contributes to an education that develops dignity and respect.

Nigel Genders the Church of England’s Chief Education Officer

2019 response to DfE guidance

School are currently awaiting the update of the Flourishing for All guidance from the Church of England, which is being reviewed in light of the renewed DfE RSHE guidance. This paragraph will be updated in due course.

In planning and presenting our RSE programme, we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils self esteem. If young people feel positive about themselves, they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Our policy and practice is based upon national guidance, good practice guidelines and is consistent with Shropshire Council recommendations.

This policy is cross referenced and consistent with other policies such as PSHE, Behaviour and Discipline, Child Protection and Anti- Bullying, Equalities etc.

This policy has been reviewed and updated in consultation with teaching and support staff, and approved by Governors.

It will be reviewed every two years.

Date: April 2022

Review date: April 2024

The aims are:

- to explain the meaning of words in a sensible and factual way to use, and encourage the use of, correct names for all body parts and functions. It is important the young people know how to articulate using the correct language for body parts, we ensure that correct language is used across the school in all contexts, as relevant.

- to value family life in all its manifestations
- to encourage self-esteem when considering ourselves in relationship to others
- to develop a positive self
- to help pupils to develop their ability in:
 - making decisions
 - being assertive
 - self-expression
 - show respect for others
 - communication skills
- for pupils to be able to recognise and communicate their feelings
- to help pupils understand their rights and to be able to recognise and resist unwanted touches and advances

- to prepare pupils to keep themselves safe online and be able to recognise potential dangers with regard to appropriate and inappropriate relationships (real world and digital world safety)
- to provide pupils with the skills necessary to be able to protect themselves
- to give an elementary understanding of human reproduction, which is appropriate to their maturity and level of understanding
- to prepare pupils for the physical and emotional changes and challenges of growing up
- to help pupils to accept the variation in rates of growth and development
- to provide reassurance that change is part of the life cycle and to give support in adjusting to these changes
- to offer pupils the opportunity to develop and clarify their attitudes and values relating to gender roles and stereo-typing
- to counteract misleading folklore, myth, and false assumptions
- to help children to make responsible decisions about relationships that they form
- to raise awareness of sources of help and to develop the skills and confidence to use them – who to talk to if they have a problem
- to challenge media stereo-types and persuasive advertising ensuring pupils develop an awareness of and respect for diversity in relation to, for example gender, race, religion and belief, culture, sexual orientation and disability
- to promote equal opportunities for all
- to complement and support the role of the parents

There are three main elements;

- Attitudes and values:
 - understanding the importance of values and individual conscience and moral considerations
 - learning the value of committed and loving relationships for the nurturing of children
 - learning the value of respect, love and care
 - exploring, considering and understanding moral dilemmas
 - developing critical thinking as part of decision making
- Personal and social skills:
 - learning to manage emotions and relationships confidently and sensitively
 - developing self-respect and empathy for others
 - developing an understanding of difference and to challenge unreasonable prejudice
 - developing an appreciation of the consequences of choices made
 - managing conflict
 - learning how to recognise and avoid exploitation and abuse
- Knowledge and understanding:
 - learning and understanding physical development at appropriate stages
 - understanding human sexuality, reproduction, sexual health, emotions and relationships
 - learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay

1. Legal framework

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

- Section 80A of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2023) 'Keeping children safe in education 2023'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Equality, Equity, Diversity and Inclusion Policy
- Child-on-child Abuse Policy
- Anti-bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Online Safety Policy
- Visitor Policy

2. Roles and responsibilities

The Trustees and Governing Board are responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link governor for RHE who supports the school and monitors any aspects of RSHE included within the School Development Plan.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Ensuring that curriculum content and teaching materials are aligned with this statutory guidance.
- 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.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.
- 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.
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RHE.

The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring adequate time on school timetable to deliver RSHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that parents are fully informed of this policy and the RSHE resources are available to parents beforehand.
- 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 board on the effectiveness of this policy.
- Reviewing this policy on an bi-annual basis.

The RHE subject leader (who is also our PSHE subject leader) is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RSHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality and up-to-date.
- 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, as well as any optional sex education, 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.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.

- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.
- Looking for opportunities across other curriculum subjects, such as science, computing and PE, to reinforce concepts introduced in RSHE, for example discussing misogyny in the context of history or using examples in literature to discuss positive and less positive examples of relationships.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

The appropriate 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, sex and health.
- 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 individual needs of pupils with SEND.
- Working with the RHE subject leader to evaluate the quality of provision.

In line with the responsibilities outlined in the list above, class teachers will be delivering RSHE lessons.

Parents are responsible for:

- Enabling their children to grow and mature and to form healthy relationships.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support in this from the school where they feel it is needed.

Home/School Partnership

Children are exposed to information and messages from TV, internet, social media, streaming, film, music videos, books and magazines. They are influenced by family and friends and other significant

adults. Part of our role is to ensure that children are able to understand and not misinterpret the information they acquire and to provide contexts where they are able to consider and evaluate the information they receive.

We aim to provide a programme as part of our home school partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations, statutory and legal requirements related to Equality and Safeguarding.

We believe that parents/carers have the primary role in delivering relationship and sex education. We hope the school curriculum and ethos of the school, complements and enhances home teaching and values; we give due regard to the value of loving and stable relationships, and family life.

The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the 1996 Education Act, that parents have the right to withdraw their child from part, or all of the sex education programme that does not form part of the national science or health education curriculum. There is no parental right of withdrawal from the science, relationship or health education curriculum, which includes understanding changing adolescent body.

3. Organisation of the curriculum

Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of 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.
- **"Sex education"** is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

It is our belief that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child and is the taught component of 'Keeping Children Safe in Education'.

Pupils' questions will be responded to by staff (teaching and non teaching staff) in a straightforward manner. Factual, simple information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the child.

School staff recognise the importance of responding to pupils' questions as part of the taught RSE curriculum and as they arise. A question box technique is used.

The use of sexualised language, swear and slang terms, including homophobic language will be addressed with pupils and as appropriate parents/carers.

In planning and presenting our RSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care and to develop sensitivity towards the needs of others, provide knowledge of loving relationships and human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

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

The school is dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs. For example, if there were to be a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

The school will consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Training sessions
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the headteacher.
- Emailing adminbomere@bhsjbfed.shropshire.sch.uk or adminruyton@bhsjbfed.shropshire.sch.uk
- Submitting written feedback into the school office.

4. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health and how important parents' views are in shaping the curriculum. The school will provide parents with frequent opportunities to understand and ask questions about the school's approach to RSHE.

The school will consult closely with parents when reviewing the content of the school's RSHE curriculum and will give them regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be made by school.

There is a public interest in parents being given the opportunity to see materials used in RSHE teaching if they would like to. When contracting with external providers, we will not agree to any contractual restrictions on showing parents any content that the school will use. We will communicate to providers that they are legally obliged to have regard to this statutory guidance, including the expectation that all content can be shared with parents. Where contractual clauses exist that seek to prevent schools sharing any material at all with parents, they are void and unenforceable. This is because they contradict the clear public policy interest of ensuring that parents are aware of what their children are being taught in sex and relationships education.

Where copyright law applies, the school must comply with it when sharing resources with parents. It is best practice to share materials via a "parent portal" or, if this is not possible, through a presentation. When we make documents available to parents, we will acknowledge the provider's authorship. They should include a statement, that parents agree to as a condition of access, that the content should not be copied or shared further except as authorised under copyright law. Where relevant and possible, IT systems should also be in place to prevent downloading. The school will permit parents access to all curriculum materials.

Parents will be 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

Where parents are unable to view materials via a 'parent portal', or cannot attend a presentation, the school can provide copies of materials to parents to take home, providing parents agree to a similar statement that they will not copy the content or share it further except as authorised under copyright law. Copyright law affects the way in which materials are shared, but should never be used as a reason to refuse to share them.

The school will work closely with parents in reviewing the sex education curriculum and will consult with them with regard to what is covered.

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

5. Relationships education overview

Relationships education has an important role in supporting young people to develop the skills they need to build healthy relationships and grow into kind and respectful adults. From early primary, we support young children to develop skills for positive relationships, including skills for navigating boundaries with kindness and respect. We support young children to behave with respect and to understand and identify prejudice. Preventing sexual violence and abusive behaviour starts from this support for children in our school.

Supporting young people to develop the skills they need to build healthy relationships is part of our whole school approach and underpins schools' policies, including behaviour and safeguarding, to ensure that an ethos of kindness and respect is evident throughout the school.

Everyone has relationships with others, and most pupils will develop sexual relationships at some point in their lives. Relationships education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe. Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. Similarly, good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms.

We use the Shropshire Respect Yourself: Eat Better, Move More, RSE programme. This is an award-winning programme with the quality kite mark from the PSHE Association. It is based upon national good practice criteria and Shropshire young people's priorities (Appendix 1.) The majority of Shropshire schools, including our feeder secondary schools use the programme. The RSE Transition programme for year 6&7 ensures cross phase co-ordination.

Families and people who care for me

By the end of primary school, pupils will know:

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

Caring friendships

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, 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.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others – even when they are very different from them, make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About 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.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.

- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

Pupils should understand that anyone can be a victim of sexual violence, regardless of sex, sexual orientation or any other protected characteristic, and that the victim is never to blame. Anyone can be affected by sexual violence and teachers should avoid language which stigmatises boys or suggests that boys or men are always perpetrators or that girls or women are always victims.

Both within and beyond the classroom, staff are conscious of everyday sexism, misogyny, homophobia and stereotypes, and take action to build a culture where prejudice is identified and tackled. Staff have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes.

Pupils have opportunities to develop positive conceptions of masculinity and femininity, including how to identify and learn from positive male role models. It is important for pupils to understand that most boys and young men are respectful to girls and young women and each other including outside of school. Pupils may be exposed to online content which normalises harmful or violent sexual behaviours, which might include sexist and misogynistic influencers who normalise sexual harassment and abuse. Young people may be more vulnerable to this content when they have low self-esteem, are being bullied, or have other challenges in their lives. Teachers encourage pupils to consider how this content may be harmful to both men and women, while avoiding stigmatising or perpetuating harmful stereotypes about boys.

It is important for pupils to understand that ethical behaviour in friendships and other relationships goes beyond respecting boundaries and consent, and that strong relationships of all types involve kindness and care.

RSE lessons should ensure that both boys and girls have opportunities to practise respectful communication, and we understand experiences which are different from their own, including menstruation. However, in some cases, such as when a school identifies a specific need, the school may consider that separating classes by sex is the best way to create a safe space for discussion of a particular topic. This should be done in a way that avoids stigmatising boys or making girls feel like they will inevitably be victims of abusive behaviour or that it is their responsibility to protect themselves.

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.
- In science lessons in both key stages teachers inform children about the body, its functions and keeping healthy, following the national Curriculum for Science (2014).
- In key stage one, the focus is on identifying, naming and labelling basic parts of the body and their function relating to the senses, offspring, basic needs, exercise, diet and hygiene
- In key stage two, we teach about the main stages of the human life cycle and puberty, nutrition and life processes of reproduction, impact of diet, exercise, drugs lifestyle choices and alcohol.

In PE we teach about being aware of our bodies, keeping healthy and fit, about personal hygiene, keeping safe, personal space and privacy. As far as possible, the children's personal privacy is respected. In upper key stage two we have made arrangements for the girls and boys to change separately, when appropriate..

When possible, the school nurse supports staff – in particular she leads a session with the year 5 girls, after the module on menstruation has been delivered as part of the Body Changes in Puberty Unit, discussing menstruation, showing period pads and menstrual products; a separate session with the nurse is also shared for the boys to discuss puberty and questions they may have.

(All visitors adhere to the School and Shropshire's visitor's policy, which is available in reception as visitors sign into the school)

6. Relationships education per year group

The school is free to determine, within the statutory curriculum content outlined in the '[Relationships education overview](#)' section, what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school implements an inclusive and well-sequenced RSHE curriculum informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging. This is a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school. The full overview of the curriculum is under section 19.

7. Health education overview

Note; Health education is compulsory for all state-funded primary schools.

The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise

when things are not right in their own health or the health of others and to seek support when needed. We will support pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks.

Effective teaching should aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health. Staff will promote openness, so that pupils can check their understanding and seek any necessary help and advice.

Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. We will emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors. As in all of RSHE, care will be taken to avoid exposing pupils to concepts which are not appropriate for them.

Mental wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling, and how they are behaving, is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- That bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support, including recognising the triggers for seeking support, extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.

- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

Drugs, alcohol and tobacco

By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the end of primary school, pupils will know:

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

- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will know:

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

Changing adolescent body

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

Curriculum content related to puberty and menstruation will be complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products. Staff will use appropriate language such as period pads and menstrual products instead of sanitary items or feminine hygiene products.

8. Health education per year group

The school is free to determine, within the statutory curriculum content outlined in '[Health education overview](#)' section, what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school. The full overview of the curriculum is under section 19.

9. Sex education

Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that pupils are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

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.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do teach pupils sex education beyond what is required of the science curriculum.

Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with the '[Organisation of the curriculum](#)' and '[Consultation with parents](#)' sections of this policy. Parents are given the opportunity to advise on what should be taught through sex education.

The age and development of pupils is always considered when delivering sex education. The full overview of the curriculum is under section 19.

10. Delivery of the curriculum

The relationships and health curriculum will be delivered as part of our PSHE curriculum.

The school will ensure that keeping children safe and preventative education remain at the heart of PSHE subjects.

Sex education will be delivered through the science curriculum and the PSHE curriculum.

Through effective organisation and delivery of the subject, the school 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.
- Assessments will identify where pupils need extra support or intervention.

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

Curriculum organisation

Pupils will receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The RHE programme is delivered through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- Circle time
- Use of external agencies and/or services
- School ethos
- Small group work

- Cross curricular links
- Assemblies
- Enrichment days and weeks
- Residential trips

Terminology

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts.

Dealing with difficult questions

The school will support teaching staff to feel comfortable to answer questions from pupils, by providing regular CPD training in how to deliver sex education, including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching RSHE is so important. The school will encourage teaching staff to refer questions they feel ill-equipped to answer to the RSHE subject leader for advice or support in handling the question.

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 laid out in the Child Protection and Safeguarding Policy. This may include asking a pupil to speak to their parents or a trusted adult, signposting to support services where needed, and recognising that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

The programme will be designed to incorporate 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.

11. Working with external experts

The school may invite guest speakers into school to talk on issues related to RHE, e.g. 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. All resources used by guest speakers will be available to parents to view prior to lesson delivery.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.

- 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.

12. Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010; including the Public sector equality duty (PSED) (s.149), when teaching RSHE and specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics.

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that RHE programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support 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. For example, we could consider taking positive action to support people if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

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, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that RHE may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the wellbeing lead to discuss this.

We value equality of opportunity highly. The RSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues and the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

As part of our whole school approach our RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

The Social, Ethnic and Religious Mix of the School

We aim to fulfil the educational needs of the children who are represented in the local community, acknowledging that the children may come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

SEND

It is recognised that SEND pupils may require additional support on the RSE curriculum and may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. Individual support or targeted programmes may be considered. Parents and pupils will be involved and consulted.

Lesbian, Gay, Bisexual and Transgender Content

As a Church school, we believe that every LGB/GQ pupil and LGBT+ adult has innate worth as made in the image of God and must therefore be treated with the same dignity and respect as their peers.

The school teaches about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families. Pupils are taught the facts and the law about biological sex and gender identity. This recognises that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with protected characteristics. Pupils are taught to recognise that people with protected characteristics linked to gender, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity.

In teaching this, we are mindful that beyond the facts and the law about biological sex and gender reassignment there is significant debate, and we are careful not to endorse any particular view or teach it as fact. For example, we do not teach as fact that all people have a gender identity. We avoid language and activities which repeat or enforce gender stereotypes.

We will encourage young people to consider how to express their views while remaining respectful of the opinions of others. We are clear that bullying or disrespectful language or behaviour is never appropriate.

Where we decide to use external resources, we will avoid materials that use cartoons or diagrams that oversimplify this topic, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender. We will consult parents on the content of external resources on this topic in advance and make all materials available to them on request as set out in the section on openness with parents.

Curriculum links

The school seeks opportunities to draw links between RHE and other curriculum subjects wherever possible to enhance pupils' learning. We are aware that there will be a range of opinions regarding some topics within RSE. The starting principle is that applicable law should be taught in a factual way so that pupils are clear about their rights and responsibilities as citizens. Pupils will be made aware of the relevant legal provisions when relevant topics are being taught.

RHE 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.

13. Withdrawing from the subjects

RHE are statutory at primary and parents do not have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The headteacher will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the headteacher's decision.

Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

14. Behaviour

The school aims to foster a culture based on mutual respect and understanding for one another, and as such, has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the RHE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

15. Staff training

All staff members at the school will undergo training on a regular basis to ensure they are up-to-date with the RHE programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training on a termly basis, led by the RHE subject 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, such as AI and Social Media use, which may need to be addressed in relation to the programme.

16. Confidentiality

The school will aim 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 Policy should be followed. All referrals, whatever their origin are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Pupils will be informed prior to delivery of RHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available for parents in school. This information will need to be passed on to the DSL and the pupils will be informed of the procedure. Staff who 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 Disciplinary Policy and Procedure.

17. Quality of education

The RHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments regularly, in accordance with the monitoring schedule, which will include a mixture of the following:

- Self-evaluations
- Lesson drop ins
- Learning walks
- Work scrutiny

The RHE subject leader will work regularly and consistently with the headteacher and RHE link governor, e.g. through review meetings, to evaluate the effectiveness of the subjects and implement any changes.

18. Monitoring and review

The governing board is responsible for approving this policy.

This policy will be reviewed on a bi-annual basis by the RHE subject leader and headteacher. The next scheduled review date for this policy is April 2024. This policy 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.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

19. Curriculum Overview

PSHE Planning – Bicton CE Primary School

Question based Approach through *PSHE Association*

Relationships/Health and Wellbeing/Living in the Wider World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception / Year 1 THIS CYCLE REPEATED EVERY YEAR	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What are families like?	What makes a community?	What keeps us safe?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	How do we treat each other with respect?	How can we manage risk in different places?	How can we manage our feelings?	How can our choices make a difference to others and the environment?	How will we grow and change?	What strengths, skills and interests do we have?
Year 5	What makes up a person's identity?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What decisions can people make with money?	What jobs would we like?
Year 6	How can we keep healthy as we grow? What will change as we become more independent? RSE to be taught using Respect – Y5 & Y6		How do friendships change as we grow? What will change as we become independent?		How can the media influence people?	

In all classes – The teaching cycle will repeat each year, regardless of the Whole-School Planning Cycle. For example, a class of Y3/4 pupils will be taught all Y3 units and Y4 units – the reason for this is to develop a spiral approach to the topics. Teachers should be mindful to use different resources each year. This may mean that pupils repeat ‘Questions’ in two years running, however, their learning in the subject matter or the depth of their knowledge should be increased, and therefore their responses should be fuller and more mature.

Please see a sample Year 1 Medium Term planning overview.

Further planning can be found at <https://www.bictonschool.org.uk/home/learning/subjects/pshe/>

Half term / Key question:	Topic	In this unit of work, pupils learn...
Autumn 1 What is the same and different about us?	Relationships Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	- what they like/dislike and are good at - what makes them special and how everyone has different strengths - how their personal features or qualities are unique to them - how they are similar or different to others, and what they have in common - to use the correct names for the main parts of the body and that parts of bodies covered with underwear are private
Autumn 2 Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5	- that family is one of the groups they belong to, as well as other groups - about the different people in their family / those that care for them - what their family members, or people that are special to them, do to make them feel loved and cared for - how families are all different but share common features about them - about different features of family life, including what families do / enjoy together - that it is important to tell someone (such as their teacher) if something makes them feel unhappy or worried
Spring 1 What helps us stay healthy?	Health and wellbeing Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H37	- what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) - that things people put into or onto their bodies can affect how they feel - how medicines (including vaccinations and immunisations) help and that some people need to take medicines every day to stay healthy

		• why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing
Spring 2 What can we do with money?	Living in the wider world Money; making choices; needs and wants PoS refs: L10, L11, L12, L13	• what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this
Summer 1 Who helps to keep us safe?	Health and wellbeing Keeping safe; people who help us PoS refs: H33, H35, H36, R15, R20, L5	• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say how to respond safely to adults they don't know • 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 • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say
Summer 2 How can we look after each other and the world?	Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing PoS refs: H26, H27, R21, R22, R24, R25, L2, L3	• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group

Classroom strategies and activities

- Class teachers plan the activities using a range of resources and books.
- Most are planned as part of PSHE, Science and some through other curriculum areas such as literacy/story time, some as a part of a unit, some as a whole unit.
- The class will establish ground rules that are appropriate to the age and activity. Class ground rules and behaviour code will also be relevant but may be extended.
- Some classes or activities may involve the use of question boxes, where children can place queries and observations, either named or anonymously.
- Teachers will assess pupils' responses to the concepts in a range of ways – mostly informal but some formal assessments using strategies such as questionnaires, written responses, paired work, group discussion.
- Much of the work will be carried out through circle time.

Sample letter

See RSE file page 366

Appendix 1 Shropshire RSE good practice charter

Appendix 2 Overview of RSE scheme of work

Appendix 3 DfE KS2 Learning Outcomes

Appendix 4 Sample letter to parents

Appendix 5 DfE FAQ

Appendix 6 Governors' Statement

Appendix 7 Government Resources and Useful Websites

Shropshire Young People's Good Practice Charter for RSE



Shropshire Eat Better, Move More, RSE

RSE overview

					
RSE Lesson Overview					
	Year 1	Year 2	Year 3	Year 4	Year 5
Choices & Challenges (Consent)	KS1 Car wash Caring for pets People who care for us Story time Body outline		KS2 Create a character Conscience alley Overheard conversation		
Changes	L1 Amazing Me L2 Same but Different L3 Animals & their Babies Resources: Me as a baby Song: 'head, shoulders, knees, toes', 'them bones' Same but different V1 Baby animals Book: Mummy never told me Boys and girls Living and non living things DVD: SENSE KS1 clips	L1 I can do L2 Being Safe Resources: Book: Boys & girls What can I do Growing up sequence Same but different V2 Animals M or F Body words DVD: SENSE KS1 clips	L1 Growing Up L2 Changes L3 Facts and Fiction Resources: When you grow up Sort the changes When you grow up trigger question Book: Your Mummy eat my football Lifecycle What do things come from Life support systems Human lifecycle DVD: SENSE KS1 & 2 clips	L1 Lifecycle L2 Keeping Safe Knowing Our Bodies L3 Periods Resources: Same but different V3 Ages and Stages – human lifecycle How do we change Lifecycle Inside our bodies Check out changes Periods what do you know?	L1 Puberty L2 Menstruation L3 Reproduction L4 Pregnancy & Birth Puberty Quiz Puberty myths & products Periods what do you know Menstruation cards X ray diagram How does a baby is made Reproduction parts of body Reproduction word search Nine months match Contraception & pregnancy Puberty and reproduction How a baby is born Baby actual size
Care & Commitment	KS1 Hygiene		KS2 Friendship	Y4 & 5 L1 Healthy Choice Challenge L2 What and Who helps L3 Celebrating	

Appendix 3

DfE Learning Outcomes Relationship Education

Key Stage 2 - By the end of primary school:

Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage (from 2013 available to both opposite and same sex couples in England and Wales) represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
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Caring friendships	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness,
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	generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission seeking and giving in relationships with friends, peers and adults.

DfE KS 2 Learning Outcomes Health Education – Changing adolescent body

Online relationships	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Changing adolescent body	Pupils Should know: • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age11, including physical and emotional changes • About the menstrual wellbeing including the key facts about the menstrual cycle.
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Appendix 4

Sample letter to parents –

Send prior to delivery - half term before and /or insert into prospectus

Dear Parents and Carers

Relationship and Sex Education (RSE)

From 2020 all primary schools in England will be required to teach Relationship Education and Health Education. This is in addition to the statutory national science curriculum. Our policy is available on the school website.

As you may be aware, as part of personal, social and health education we use the Shropshire Respect Yourself Eat Better, Move More, RSE scheme of work. This is quality assured by the PSHE Association and has won national awards. Our secondary schools also use the scheme. This provides age appropriate progression and consistency of approach.

The primary scheme delivers under the key headings: Choices and Challenges, Changes and Care and Commitment.

It covers families and people who care for me, caring friendships, respectful relationships, online relationships and being safe.

We are clear that parents are the prime educators for children on these matters and we are committed to a home school partnership, which supports and is consistent with our duties under the Equalities Act and Safeguarding.

Classroom teachers will deliver the programme, with support from outside agencies as appropriate. There is an opportunity for pupils to work in small groups and exercises are adapted for differing levels of cognitive ability and developmental level. We encourage pupils to ask questions and we respond to their issues, concerns and queries in a straightforward manner, using age appropriate language and factually correct information.

We are delivering the lessons this half term and wish to invite you to an informal meeting to discuss the programme, see the resources and the policy and ask any questions you may have.

Parents have the right to withdraw their children from the sex education element of the curriculum, but not the relationship, science or health education curriculum. The DfE have produced a leaflet for parents “understanding relationship and health education in your child’s school: primary” www.gov.uk .

If you have any concerns about the programme for your child, we are available to discuss these and the implications of withdrawal with you. We can also highlight resources and books so that you can discuss these important issues with your child.

Date

Time



FAQs: Relationships Education, RSE and Health Education

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

Throughout our engagement process as we develop this curriculum, we have heard a number of wide ranging concerns. Below, we have explained some of the common misconceptions around the subjects.

Q: Will my child's school have to consult with me before teaching these subjects?

Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE. These policies must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they consult parents, they provide examples of the resources they plan to use.

Q: Will my child will be taught sex education at primary? This is too young.

A: We are not introducing compulsory sex education at primary school.

We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

Some primary schools *choose* to teach sex education (which goes beyond the existing national curriculum for science), and in those instances we recommend you discuss this with the school to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these lessons.

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Q: Does the new Relationships Education and RSE curriculum take account of my faith?

A: The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of faith organisations and representative bodies. Schools can also consider drawing on their expertise when delivering these subjects.

Q: Do I have a right to withdraw my child from Relationships and Sex Education?

A: Parents will have a right to withdraw their child from sex education delivered as part of RSE, which unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education, the school should make arrangements for this to happen in one of the three terms. There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Q: Has the government listened to the views of my community in introducing these subjects?

A: A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance as well as the regulations that have been laid and will be subject to parliamentary debates.

Q: Will these subjects promote LGBT relationships?

A: Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Pupils should receive teaching on LGBT relationships during their school years. We expect secondary schools to include LGBT content and whilst there is no specific requirement to teach about LGBT in primary schools, they can cover LGBT content if they consider it age appropriate to do so. This would be delivered, for example, through teaching about different types of family, including those with same sex parents.

Q: Will teachers receive training before delivering these subjects?

A: The department is committed to supporting schools to deliver these subjects to a high standard. We know that training is a priority for teachers and we will be consulting with teachers, trade unions and other key stakeholders over the coming months on how we structure the training.

In addition, we will be encouraging schools to act as early adopters for this curriculum and to start teaching the subjects from September 2019. To help early adopter schools, we will provide further advice on how they can improve their practices. Lesson learned from the early adopters and best practice from schools will be shared with all schools from September 2020.

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Appendix 6

Governor's policy statement on Relationship and Sex Education (RSE)

We have based our school's relationship and sex education policy on the statutory guidance from DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.

Governing Boards are required to prepare and keep up to date statements of policy on the content and organization of Relationship and Relationship and Sex Education in their schools. In making this statement Governors have taken account of the National Curriculum documents for science and Ofsted recommendations and advice from Shropshire Public Health Curriculum Advisor

Relationship and sex education includes such concepts as growing and changing, the life cycle, puberty and reproduction. It is also about emotions, relationships and responsibilities and how we care for each other, keeping ourselves, and others safe. We therefore refer to this work as, relationship and sex education, (RSE) placing the emphasis on relationships.

RSE aims to help pupils understand their feelings, emotions and bodies, how they are growing and changing, and how they will change in the future. It aims to enhance emotional and social development, helping them to understand the benefits of caring relationships and to be aware of pressures and how to manage risk. We recognise this as a planned taught curriculum but also integral to the everyday life of the school,

In planning our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

The work is integrated within science and PSHE and taught as a spiral curriculum in an age

appropriate way. We use the Shropshire Respect Yourself RSE scheme of work and recommended resources. This is a national award winning programme, which has been quality assured by the PSHE Association. It is cross phase, providing consistency and age appropriate sequencing for our pupils.

Trained and confident members of staff deliver the lessons in a way which is consistent with the ethos and culture of the school and as part of a whole school approach, with close liaison with pastoral team. Small group exercises will be used as appropriate. The work is differentiated based on physical and emotional maturity and cognitive level.

The RSE policy is available on the school website and referenced in the school prospectus. It will be reviewed every three years. Governors will seek the views of staff (teaching and non-teaching), pupils and parents.

Parents are invited to attend parents' meetings to discuss the programme, the policy and look at resources.

The Headteacher and Governors are available to discuss any concerns. Parents are informed of their right to withdraw their children from sex education additional to that required by the statutory requirements under DfE Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 and the science curriculum.

Appendix 7

Government Resources

Curriculum Resources

The Department for Education [page](#) brings together all existing information available to schools on the teaching of the RSHE curriculum. This includes parent guides and guidance in engaging parents on Relationships education. Schools will also want to refer to Keeping children safe in education (statutory guidance).

- Schools may also wish to see a series of [DfE sexual harassment webinars](#) covering domestic abuse, pornography and sexual exploitation.
- [Non-statutory framework for Citizenship KS 1 and 2](#) (Non-statutory programme of study).
- [Oak National Academy](#), the independent provider of freely available online curriculum and lesson resources, are developing curriculum materials to make sure every school can access high-quality, compliant resources which will build on what is already available for schools.
- Example of a model RSHE curriculum produced in 2019 by the Catholic Education Service in conjunction with the Department for Education: the [primary RSE Model Curriculum](#)

Wider Resources

These subjects support many cross-government strategies of which schools will want to be aware. Whilst we have not referenced all strategies or supporting documents, we have included some of the key areas below.

- The [Working together to safeguarding children](#) statutory guidance on multi-agency working to help, protect and promote the welfare of children.
- The [Domestic Abuse Act 2021](#) statutory guidance which is intended to increase awareness and inform the response to domestic abuse, also conveying standards and promotes best practice.
- [Statutory guidance on FGM](#), including the [mandatory reporting duty](#) which applies to teachers, health and social care professionals, and [statutory guidance on forced marriage](#).
- The report [Teaching Relationships Education to Prevent Sexual Abuse](#) is a rapid evidence assessment of the academic and grey literature on teaching relationships education to prevent sexual abuse.
- [Centre of expertise on child sexual abuse](#). Advice, research and resources to help professionals identify, respond and support children and young people who have experienced sexual abuse.
- [Crimestoppers Fearless](#). Definitions, advice on how to spot the signs, and guidance to support young people affected by sexual harms, including child sexual abuse and harmful sexual behaviour.
- The [Virginity testing and hymenoplasty](#): multi-agency guidance offers advice for chief executives, directors, senior managers, frontline professionals within agencies and anyone else who may come in to contact with women and girls affected by virginity testing and hymenoplasty. It encourages agencies to cooperate and work together to protect and support those at risk of, or who have undergone, these procedures.
- [The Child Exploitation and Online Protection \(CEOP\)](#) Education programme, part of the National Crime Agency, which aims to protect children and young people from the threat of online child sexual abuse. Their offer for professionals includes training, guidance and free educational resources that are aligned to the RSHE curriculum.
- The National Crime Agency in partnership with the PSHE association have developed lesson plans that explore the risks involved in committing cybercrime and help students to recognise and avoid the techniques used to manipulate young people online: [National Crime Agency: Exploring Cybercrime \(pshe-association.org.uk\)](#).
- [Report Remove](#) is a service designed for young people in the UK, under 18, to confidentially report and remove sexual images or videos of themselves from the internet. This initiative, a collaboration between Childline and the Internet Watch Foundation (IWF), offers a secure and anonymous way for minors to take control of their online presence and safety.
- The Youth Endowment Fund (YEF, the 'what works' centre for preventing violence) Education Practice Guidance outlines evidence-based recommendations on how to help prevent children's involvement in violence. [Education guidance | Youth Endowment Fund](#) The YEF also produce an online toolkit that fund and evaluate interventions. The toolkit currently summarises 32 different approaches to violence prevention, highlighting impact on violent crime, evidence quality and cost. The YEF's Toolkit outlines 12 approaches to preventing violence among school-age children within Education and Children's Services [Youth Endowment Fund Toolkit](#).
- The Children's Commissioner [Digital 5 A Day](#) provides a simple framework that reflects the concerns of parents as well as children's behaviours and needs.
- Better Health (NHS) have produced a website for teachers which covers a broad range of health and relationships issues in a format which is accessible for young people, targeted at primary and secondary age pupils. This includes Every Mind Matters resources for lessons which are accredited by the NHS: [School Zone | Campaigns | Campaign Resource Centre](#). Additionally,

[‘Talk to Frank’](#) provides tailored, youth centred information about nicotine/vaping, alongside other substances.

- Home Office guidance and resources for teachers and school staff on responding to and preventing abuse in a school setting, as well as resources for teaching about sexual harassment and sexual abuse, including preventing violence against women and girls: [Guidance and resources for teachers and school staff | ENOUGH](#)
- [Shore Space](#). An anonymous and confidential chat service and website for children and young people who are worried about their own or others’ sexual thoughts, feelings or actions.
- The [Drug Education](#) suite of drug and alcohol education lesson materials incorporates the latest evidence, information and statistics, along with additional content on vaping, synthetic drugs and more.
- The National Centre For Smoking Cessation and Training ([NCSCT](#)) provides resources and practice guidance for healthcare professionals and teachers to support children and young people quit tobacco and/or vaping.
- [Reproductive health - a public health issue](#) (PHE. 2018) A consensus statement, data and women’s experiences, covering reproductive health through the life course, from menstruation to menopause. (PHE. 2018)
- [Period product scheme for schools and colleges - GOV.UK](#)
- Physical activity guidelines ([Guidance from the Chief Medical Office](#)) on how much physical activity people should be doing, along with supporting documents.
- [The Eatwell Guide](#) is a policy tool used to define government recommendations on eating healthily and achieving a balanced diet.
- The [Children’s health: migrant health guide](#) contains advice and guidance on the health needs of migrant patients for healthcare practitioners.
- The [Children's Oral Health elearning programme](#) provides information and advice about children’s oral health. It is aimed at parents, expectant mothers, early years healthcare workers, teachers, nurses, GPs and the public.
- The [Commissioning and delivering supervised toothbrushing schemes in early years and school settings - GOV.UK](#) guidance and toolkit has been updated to support commissioners and providers of local supervised toothbrushing schemes to ensure activities are evidence-informed, safe and have clear accountability and reporting arrangements to demonstrate impact.
- [The Yellow Card Scheme](#) – self-care and the importance of reporting suspected side effects to medicines. A fully tested and evidence-based [guide for pupils and teachers](#) on the potential risks of medicines and healthcare products, including side effects, problems with medical devices, blood products, e-cigarettes, and vapes, and what to do about them.
- NHS Blood and Transplant curriculum resources on blood, organ and stem cell donation: [Educational resources - NHS Blood and Transplant](#)
- Briefing for primary schools on the [Flu vaccination programme in schools - GOV.UK](#)
- The UKHSA e-bug resources cover a broader health education programme that includes vaccination and developed materials from early years to Key stage 3. These can be found here: [e-bug home](#)
- The Government response to the [consultation on the structure, distribution and governance of the statutory levy on gambling operators - GOV.UK](#)

- [The Gambling Levy Regulations 2025 – GOV.UK](#)
- Educational resources to help young people stay safe around the railways can be found here:
[Safety education - Network Rail](#)