

Rooted in Faith, Growing Through Learning



All Saints' C. of E. Primary School

Philippians 4:13 "I have the strength to face all conditions by the power that Christ gives me"

Policy: Relationships, Sex and Health Education (RSHE)

Date: March 2025

Our Vision
Confident Futures

Our Mission
Inspiring and enabling each other,
through our Christian values,
to flourish
and be outstanding in everything we do

Our Core Values
Kindness
Respect
Resilience

The Designated Safeguarding Lead (DSL) is
Joanne Ghosh – Head Teacher

The Deputy Designated Safeguarding Leads (D-DSLs) are

Gemma Campbell – Deputy Head Teacher

Louisa Ball – Inclusion Manager

Rebecca Lake - EY Phase Leader

Louise Pitteway – KS1 Phase Leader

Janet Sharp – KS2 Phase Leader

Online Safety Lead (OSL)

Janet Sharp – KS2 Phase Leader

Governor with Responsibility for Online Safety

Rob Wilson

Designated Member of Staff for Looked After Children

Louisa Ball – Inclusion Manager

Governors with Responsibility for Looked After Children

Jacynth Bennett and Kate Luscombe

Governors with Responsibility for Safeguarding

Table of Contents

1. Safeguarding statement.....	3
2. Introduction.....	3
3. Aims.....	4
4. Statutory Requirements.....	4
5. Policy Development	5
6. Definitions	5
7. Curriculum	6
8. Delivery	7
9. Use of external organisations and materials	8
10. Roles and Responsibilities	9
11. Parental Right to Withdraw.....	10
12. Training	10
13. Monitoring	10

Appendices

A: Understanding Relationships and Health Education in your child’s primary school: a Guide for Parents

B: Church of England’s Charter for Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE)

C: Key Objectives

D: Curriculum Overview

1 Safeguarding Statement

The Governors and staff of All Saints' CofE Primary School fully recognise and are committed to the responsibilities and duty placed upon them with regard to arrangements for safeguarding and promoting the welfare of all pupils. We expect all staff, including volunteers, to share this commitment, recognising that they have a full and active part to play in protecting pupils from harm.

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Parents and carers expect a secure and caring environment in which the children can flourish. We believe that our school should provide a caring, positive, safe and stimulating environment in which pupils can learn and which promotes the social, physical and emotional wellbeing of each individual pupil, and which takes a child-centred approach.

To meet this expectation, the school adheres to a wide range of national and local policies and guidance, including Working Together to Safeguard Children 2023, Keeping Children Safe in Education 2024 and our policy is in line with the London Child Protection Procedures (updated 25th September 2024), as well as the school's Safeguarding & Child Protection policy, Online Safety Policy, Anti-Bullying Policy and Health & Safety Policy. Parents and carers are welcome to read the policies on our website or on request from the School Office.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with his/her parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

Part of our legal duty to safeguard children may also include the need to consult with and take advice from other agencies such as the Police or social services should the need arise.

2 Introduction

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.¹

At All Saints', we know that today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline and developing relationships both offline and online. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and also how to manage their academic, personal and social lives in a positive way. The coronavirus pandemic has served to underline the importance of teaching and supporting our pupils in their relationships and health development.

The focus of this curriculum is about teaching children about good physical and mental health and about respectful and healthy relationships.

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

At All Saints' we believe that every child is unique and special and valued by God. Our vision for our pupils is that they should have 'Confident Futures' and that they can flourish and be outstanding in everything they do. Our Core Values of Kindness, Respect and Resilience underpin all we do.

The new curriculum guidance, along with our existing PSHE curriculum, supports both our vision and that of the Church of England that:

*"A good education must promote life in all its fullness"*²

*"The hallmark of authentic, life-giving relationships is recognition of the sacredness of the other so that all are welcomed wholeheartedly and with reverence. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity."*³

and:

*"Every person in the school community is a child of God; so at the heart of Christian distinctiveness in schools is an upholding of the worth of each person."*⁴

3 Aims

Relationships, Sex and Health Education (RSHE) is lifelong learning about physical, moral and emotional development. We want to be able to provide pupils with key building blocks of being physically and mentally healthy, understanding relationships, including online contact and good digital wellbeing. More detail is given in **Section 6: Definitions**.

In our school we are building the foundations of skills and knowledge that will be developed further at secondary level.

The RSHE curriculum covers healthy relationships, different families, respect, love and care, reproduction, puberty, hygiene, the body, how a baby is made and sexuality, all of which have been taught previously. It is not about the promotion of, or description of, sexual activity but rather age and stage appropriate preparation for adult life. Our curriculum is compliant with statutory requirements and takes into account pupils' age and stages of development.

4. Statutory Requirements

The RSHE curriculum is outlined in the DfE Relationships and Sex Education and Health Education statutory Guidance (July 2019) and became statutory for schools from September 2020, with full implementation by Summer Term 2021.

At All Saints' we will ensure that RSHE is taught in the context of current relevant legislation including the Equality Act 2010. Schools have a clear duty under the Equality Act 2010 to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect, enabling schools to meet the requirements, and live the intended spirit, of the Equality Act 2010. We also meet the requirement to cover the diverse range and nature of family life and relationships, with reference to The Marriage (Same Sex Couples) Act of 2013.

² Church of England Vision for Education, 2016

³ Valuing All God's Children, Church of England, 2017

⁴ Valuing All God's Children, Church of England, 2017

As a maintained primary school we must provide Relationships and Health Education (RHE) to all pupils as per section 34 of the Children and Social work act 2017. We must also have regard to updated guidance issued by the Secretary of State in February 2019, as outlined in section 403 of the Education Act 1996.

The DofE recommends that, in addition, primary schools should deliver age and context appropriate sex education as part of their PSHE curriculum to complement what is already delivered through the science curriculum. At All Saints' we consider sex education to mean puberty, conception, reproduction and birth. All of these themes, with the exception of conception, are statutory and included in either Health Education or National Curriculum Science.

5. Policy Development

This policy has been developed by staff and governors, following DofE Guidance, and advice and support from both Wandsworth and SDBE Training Opportunities. We will also survey and include pupil and parental voice in our policy.

All Saints' believes that it is vital to have the support of parents, carers and the wider community for our PSHE and RSHE curriculum. Parents and carers are/will be given the opportunity to find out about and discuss the curriculum.

If you would like more information about statutory Relationships and Health Education, please see the government guide "Understanding Relationships and Health Education in your child's primary school: a Guide for Parents" in Appendix A

We recognise that Relationships, Sex and Health Education is a highly sensitive subject, but we firmly believe that effective RSHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy, loving and respectful relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

6. Definitions

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught:

- what a relationship is
- what friendship is
- what family means and who can support them
- how to treat each other with kindness, consideration and respect

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. It will cover content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- basic first aid

- health and prevention
- changing adolescent body

Relationships and Sex Education

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics, such as puberty and menstruation, fall within the statutory requirements for Health Education.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education *if* they feel their pupils need this information:

“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.... It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born”.

7. Curriculum

At All Saints’ we have been delivering components of Relationships and Health Education within our Personal, Social, Health and Economic (PSHE) curriculum for many years. We have reviewed our PSHE curriculum to make sure that our lessons meet the requirements that the government has set out for the content of Relationships and Health Education. Our previous SRE (Sex and Relationships Education) also incorporated many of the topics required by the new legislation, within a range of curriculum areas, including Science and Computing.

Our curriculum aims to:

- foster pupils’ respect for themselves and others;
- promote equality and values difference;
- educate pupils about positive relationships;
- help pupils to understand how their actions can impact on their own health, wellbeing and safety, and also impact on others.

It also aims to meet the needs of all pupils, support their developing identity and prepare them for life and work in modern Britain.

As a Church of England Primary School in the Diocese of Southwark, we aim to follow the principles laid out in the Church of England’s Charter for Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE). **See Appendix B**

Our RSHE curriculum aims to ensure that children are able to cherish themselves and others as unique and wonderfully made, to keep themselves safe and able to form healthy relationships. Everyone will be treated with dignity, as Christians, believe all people are made in the image of God and loved equally by God. All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and

respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

The curriculum aims to provide age-appropriate learning that will enable pupils to make informed decisions about their wellbeing, health and relationships and to build their ability to make effective decisions about risks, challenges and complex situations. It is a safeguarding curriculum that builds pupils' resilience, skills and the confidence to access support when needed.

We want our pupils to learn to understand and respect our common humanity, diversity and differences so that they can go to form the effective, fulfilling relationships that are an essential part of life and learning.

The curriculum therefore:

- ✓ *is based on inclusive Christian principles and values emphasising respect, compassion, loving care and forgiveness.*
- ✓ *is taught in the light of the belief in the absolute worth of all people and the unconditional infinite love of God.*
- ✓ *is sensitive to the circumstances of all children and is mindful of the expressions of family life in our culture.*
- ✓ *ensures that issues regarding human sexuality should be addressed sensitively.*
- ✓ *ensures that the exploration of reproduction and sexual behaviour within the science curriculum should stand alongside the exploration of relationships, values and morals and Christian belief.*

This teaching is part of our wider PSHE curriculum which aims to:

- *develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.*
- *teach children to embrace the British Values of: Democracy; The Rule of Law; Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.*
- *provide a framework in which sensitive discussions can take place.*
- *prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.*
- *help children understand different feelings and emotions and how to regulate and act on these*
- *help pupils develop feelings of self-respect, confidence and empathy.*
- *create a positive culture around issues of sexuality and relationships.*
- *teach pupils the correct vocabulary to describe themselves and their bodies.*

Appendix C below contains the Key Objectives for the RSHE Curriculum

Appendix D gives a Curriculum Overview, showing how the new requirements fit into our existing curriculum.

8. Delivery

RSHE is taught within the PSHE curriculum, the RE curriculum and through our Collective Worship. Biological aspects of RSHE are also taught within the science curriculum. At All Saints' PSHE is taught weekly through the Healthy Schools Partnership PSHE and Wellbeing Framework and the CWP (Christopher Winter Project) scheme for the RSE elements.

Aspects of PSHE will also be delivered through special theme days and weeks, e.g. Anti-Bullying Week or Mental Health Week.

Teaching and Learning

In line with our Teaching and Learning Policy, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting. Inclusivity is at the core of our curriculum. All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential. Establishing a safe, open and positive learning environment based on trusting relationships between all

members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject.

Inclusion

The RSE policy reflects and is in line with the school's Equality and Diversity policy and the school ensures that the RSE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities.

Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background. RSE strives to meet the needs of all pupils regardless of their developing sexuality and will deal honestly and sensitively with sexual orientation, answers appropriate questions and offer support.

Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated at All Saints' and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

Use of Resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

9. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

10. Roles and Responsibilities

The Board of Governors

The Board of Governors will approve the RSHE policy and hold the headteacher to account for its implementation.

The Headteacher

The Headteacher will take overall responsibility for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSHE

Staff

Staff are responsible for:

- ✓ Delivering RSHE in a sensitive way
- ✓ Modelling positive attitudes to RSHE
- ✓ Monitoring progress
- ✓ Responding to the needs of individual pupils
- ✓ Responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSHE, while referring them to the headteacher

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

Pupils

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

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class is vital to successful and effective teaching and learning within this subject.

A set of ground rules is established prior to the unit of work so that teachers, support staff and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by

children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development.

Teachers and support staff will use their professional skill and discretion before answering questions and, if necessary, will deal with questions on an individual basis after the lesson. Where a pupil's questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents.

Teachers and support staff recognise that effective RSHE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue, which will be dealt with in line with the protocol and procedures for any safeguarding disclosure.

The usual standards of confidentiality between child and member of staff will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Lead should be informed. No adult should ever promise confidentiality to a child, as per the school's Safeguarding Policy.

11. Parents' right to withdraw their children from RSHE

Parents do not have the right to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty) as it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. Requests for withdrawal should be put in writing addressed to the Head Teacher, who will arrange a time to discuss your request. Where pupils are withdrawn from sex education, we will document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

The science curriculum in all maintained schools also includes content on human development, including reproduction, from which there is no right to withdraw.

12. Training

Staff are kept informed of developments in key aspects of RSHE, including links with safeguarding, inclusion, equality, child protection and antibullying, through regular training provided at staff meetings and INSET days. The delivery of the RSHE curriculum will be supported by the involvement of external agencies, including the School Nursing Service and other professionals.

14. Monitoring arrangements

We ensure that all pupils have equal access to the RSHE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances. Class teachers assess pupils' understanding and progress through formative and summative processes. These may include pre- and post-topic mind maps, drawings, task outcomes, questioning and observation. At the end of the year each year group reviews the RSHE programme they have implemented and pass on any comments to the RSHE lead as part of their monitoring cycle. The RSHE policy is regularly reviewed, taking into account feedback (as appropriate) from staff, pupils and parents. The relevant Governors then consider any consequent proposed amendments to the policy before amendments are made.

The delivery of RSHE is monitored by Amelia Le May, the Subject Lead for PSHE, through learning walks, planning and book assessments, monitoring progress of pupils and staff.

The policy was reviewed in March 2025 by the Pupils Committee

It was approved by Governors in

Signed: 

Chair of Governors

Date: 13.03.25

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.



A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)⁵

At *All Saints' CE Primary School* we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education, collectively known as Relationships, Sex and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the school's published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act⁶ and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the

⁵ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

⁶ The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

Appendix C Key Objectives of RSHE Curriculum

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 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: 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, 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 cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- ✓ what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- ✓ the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships: 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.

Mental Health and Wellbeing: pupils should 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, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- ✓ how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- ✓ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- ✓ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- ✓ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- ✓ isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- ✓ 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), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- ✓ it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet Safety and Harms: pupils should 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 and the impact of positive and negative content online on their own and others' mental and physical wellbeing

- ✓ how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- ✓ why social media, some computer games and online gaming, for example, 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, including 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: pupils should 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 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: pupils should know:

- ✓ what constitutes a healthy diet (including understanding calories and other nutritional content)
- ✓ the principles of planning and preparing a range of healthy meals
- ✓ the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, Alcohol and Tobacco: pupils should know:

- ✓ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and Prevention: pupils should 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, viruses, how they are spread and treated, and the importance of handwashing
- ✓ the facts and science relating to allergies, immunisation and vaccination.

Basic First Aid: pupils should 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: pupils should 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 including the key facts about the menstrual cycle.

PSHE/RSHE Curriculum Overview showing Units relating to Relationships and Sex Education; Health Education and other PSHE units. Please note that units may be taught in different terms than indicated here.

CWP Units: Relationships, Sex and Health new units; see below for further detail:

Social and Emotional Learning; Links to Other Curriculum Areas; Other PSHE Units

Year Group	Autumn	Spring	Summer
Nursery Family and Friendship	Caring Friendships/Families (CWP) Topic: Friends and Family (Meet my Family, Why I love my family)	Being Kind (CWP) Personal Social and Emotional Development (sharing, considering needs of others, class rules)	Families (CWP)
Reception Family and Friendship	Caring Friendships/Families (CWP) Making Friends, Giving Compliments, Sharing and Caring Topic: Friends and Family	Being Kind/Caring Friendships (CWP) Circle Time Rules, Compliments, Having More than One Friend	Caring Friendships (CWP) Emotional Health (via Mental Health Week) Gaining a sense of Community (including contributing to life in the classroom, cooperation)
Year 1 Growing and Caring for Ourselves	Growing and Changing (CWP) (Science Link: Animals Including Humans) Circle Rules, We All Have Feelings; Happy/Sad/Mad/Angry Keeping well and clean The Environment	Different Friends (CWP) Sharing and Caring; Advanced Compliments; Making Choices; Solving Problems Money – through Maths	Families and Care (CWP) Comfortable & Uncomfortable; Different Types of Feelings; Keeping Safe
Year 2 Differences	Differences (CWP) (Science Link) Worries and Emotional Development; Fairness in Peer Relations Healthy people Money, shopping and saving; through Maths	Male and Female Animals (CWP) (Science Link) The Concept of Friendship; Positive Social Interaction Skills; Importance of Sharing and Negotiation in dealing with peer conflict Keeping safe; Coping with conflict	Naming Body Parts (CWP) (Science Link) Growing Up (KS1 Science) Importance of Communication in solving conflict About my body Exploring our families

<p>Year 3</p> <p>Valuing Difference and Keeping Safe</p>	<p>Body Differences (CWP) Skills to operate and develop self-control; How to stay calm and in control; How to make effective choices Emotions and feelings Peer influence/pressure Me and my community</p>	<p>Personal Space (CWP) Ways to solve problems; How to play by fair rules; How to be a good winner and loser</p> <p>Healthy Lifestyles Where do things come from?</p>	<p>Help and Support (CWP) Amazing Bodies (Exercise and Nutrition) (Science) Tolerance of different views; How to overcome obstacles; How to include, avoid rejection and problem-solve Drug Education - Smoking & Basic First Aid Keeping safe Managing money – Link to Maths</p>
<p>Year 4</p> <p>Growing Up</p>	<p>Healthy Relationships (CWP) Strategies to resist Peer Pressure; Peer pressure and social interactions Computing: Online Peer Pressure Rights and Responsibilities Media and Me: link to Computing</p>	<p>Changes (CWP) Cooperation; Gossip and Rumours – How it Affects Friendships; Conflict Resolution Healthy Lifestyles: link to Science & Digestive System Local Community – shared responsibilities: link to Science; habitats and the changing world</p>	<p>What is Puberty (CWP) Increase the Understanding of Emotional Concepts; Increase Skills to communicate emotional states. Drug Education - Alcohol and Decision making Aspirations Managing Money – through Maths/Money topics</p>
<p>Year 5</p> <p>Puberty</p>	<p>Talking About Puberty (CWP) What is a stereotype and how they can lead to unfair treatment; Introduce the concept of discrimination Personal Safety Self-Respect and Personal Goals</p>	<p>The Reproductive System (CWP) Animals including Humans (Science link) PATHs Lessons include: Communicating emotional states; Promote and Reinforce skills in friendship formation; Healthy lifestyles Media literacy and digital resilience: link to Computing</p>	<p>Help and Support (CWP) Feelings can be comfortable or uncomfortable Drug Education – Legal and Illegal Drugs Money Link to Maths/Moneysense workshops</p>
<p>Year 6</p> <p>Puberty, Relationships And Reproduction</p>	<p>Science – Evolution & Inheritance (differences & similarities) Other PHSE – Rules & responsibilities (inc Magna Carta) Mental Health and Online Safety Media literacy and digital resilience Computing: online safety (ongoing)</p>	<p>Communications in Relationships (CWP) Drug Education – Drugs, risks and the Media; Protected Characteristics and Bullying Animals including Humans (Science Link) keeping healthy/ effect of drugs on the body Computing: online safety (ongoing); blogs (respecting others’ opinions) Family Dynamics</p>	<p>Puberty & Reproduction (CWP) Families, Conception and Pregnancy (CWP) Online Relationships (CWP) Transition to secondary school activities: Residential/Leavers’ Service/Summer production: team-building, collaboration and bonding Money and Me (Moneysense Workshops) Aspirations, work and career</p>

CWP Scheme of Work: we have indicated to which area of statutory guidance the unit of work relates, i.e. Relationships, Health or Science

Class	Learning Intentions and Outcomes
Reception: Family and Friendship Relationships Education	Recognise the importance of friendship; know that friendships can make us happy; know some ways that we can make new friends feel welcome. Recognise the importance of saying sorry and forgiveness; know that arguing with friends and making up can make friendships stronger; know that resorting to violence is never right. Recognise that all families are different.
Year 1: Growing and Caring for Ourselves Relationships Education KS1 Science	Discuss how children grow and change; understand that babies need care and support; know that older children can do more by themselves. Understand that we are all different but can still be friends; know that we can be friends with people who are different to us. Know that there are, and explore different types of families and who to ask for help; identify who can help when families make us feel unhappy or unsafe.
Year 2: Differences Relationships Education KS1 Science	Introduce the concept of gender stereotypes; identify differences between males and females; understand that some people have ideas about what boys and girls can do; describe the difference between male and female babies; Explore some of the differences between male and female animals and understand how this is part of the life cycle; understand that making a new life needs a male or a female (KS1 Science) Name body parts and describe the physical difference between boys and girls (KS1 Science)
Year 3: Valuing Difference and Keeping Safe Relationships Education	Identify that people are unique and to respect those differences; explore the differences between male and female bodies; name male and female body parts using agreed words. Consider appropriate and inappropriate physical contact and consent; Understand that each person’s body belongs to them; Understand personal space and unwanted touch. Explore different types of family; Understand that all families are different and have different family members; know who to go to for help and support.
Year 4: Growing Up Health Education KS2 Science Relationships Education	Explore the human life cycle; identify some basic facts about puberty; understand that puberty is an important stage in the human lifecycle; know some of the emotional and physical changes that happen in puberty; explore that puberty is linked to reproduction and that children change into adults to be able to reproduce if they choose to. Explore respect in relationships; discuss the characteristics of healthy relationships; know that respect is important in all relationships, including online; explain how friendships can make people feel unhappy or uncomfortable
Year 5: Puberty Health Education	Explore and explain the main emotional and physical changes occurring in puberty; ask questions about puberty with confidence; understand male and female puberty changes in more detail; understand how puberty affects the reproductive organs; describe what happens during menstruation and sperm production; explore the impact of puberty on the body and importance of physical hygiene; know how to get help and support during puberty.
Year 6: Puberty, Relationships & Reproduction Health Education Relationships Education KS2 Science	To consider puberty and reproduction; describe how and why the body changes during puberty in preparation for reproduction; talk about puberty and reproduction with confidence; Explore the importance of communication and respect in relationships; explain differences between healthy and unhealthy relationships; know that communication and permission seeking are important; explore positive and negative ways of communicating in a relationship (including online); consider when it is appropriate to share personal/private information in a relationship. Know how and where to get support if an online relationship goes wrong. Consider different ways people might start a family; describe the decisions that have to be made before having children; know some basic facts about conception and pregnancy.