



# Ridgeway Primary School and Nursery

## Relationships and Sex Education and Health Education (RSHE) Policy

Status: Statutory

Source: Combination of: New Croydon model policy and model policy from 'The Key' and previous Ridgeway PSHE policy

Last reviewed by: HST/Wellbeing team leader

Noted by: Learning and Achievement Committee

Date of approval: Oct 2023

Frequency of review: Annual

Date for next review: Oct 2024

Published on: myUSO

Policy is written with consideration for the following documents:

- The Statutory Framework for Early Years Foundation Stage
- The National Curriculum
- DFE Relationships education, relationships and sex education (RSE) and health education (June 2019)
- Keeping children safe in Education (September 2019)
- DFE Teaching On-line safety in schools (June 2019)
- Supplementary guidance from the PSHE Association
- Ofsted inspection framework and associated reports
- Ridgeway Safeguarding policy
- Ridgeway Equal opportunities policy
- Ridgeway Teaching and Learning policy

Revision date	Page no	Significant changes made

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### 1. Definitions – What is RSHE?

Within this policy we refer to **RSHE** which is Relationships and Sex Education (RSE) and Health Education.

#### Relationships Education

We define relationships education as teaching children about positive relationships, with a focus on friendships, family relationships, and relationships with other children and with adults.

Children are taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Building on early education, children will be taught how to take turns, how to treat each other with kindness, how to show consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Learning reflects the fact that families can take many forms, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures). Learning reflects sensitively that some children may have a different structure of support around them (for example, looked after children or young carers).

Children also learn about the differences between appropriate and inappropriate or unsafe contact, whether this is physical or online. They learn about permission seeking and giving within relationships. This is a foundation for later learning about consent, which children will learn more about in sex education in year 5 and at secondary school. Children learn about positive emotional wellbeing, as well as how to recognise when they are at risk of abuse and exploitation. We ensure that children know how to seek help if they feel they need to.

Respect is taught in a way that young children will understand, in terms of learning about boundaries with regards to sharing space, toys, books, and so on.

Relationships education reflects the way that many children spend time online. They learn about how to recognise unsafe behaviours online, such as the sharing of images or responding to contact from other people. They also learn how to deal with and how to report online bullying.

## **Health Education**

Health education aims to teach children to understand physical and emotional wellbeing so they can make good decisions about their health. It will allow them to recognise what is normal for them and when to seek help. Children learn how physical and emotional health are linked and can affect each other.

Children learn about ways to develop their self-control and their abilities to make decisions. They are taught about ways to respond positively to setbacks or challenges. They are also helped to overcome prejudice and stigma around health issues, especially those connected with mental health.

Children learn about menstruation, and girls are helped to prepare for the beginning of their periods.

## **Sex Education**

Sex education at primary school teaches children basic scientific facts about how humans and other animals grow and reproduce.

Primary Sex education taught in year 5 at Ridgeway will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

**Sex education is not about the promotion of sexual activities or sexual orientation.**

In this policy, we also refer to **PSHE** which is Personal, Social, Health and Economic Education.

As our curriculum will include both RSHE and PSHE, for convenience with the children, we will call this subject **Wellbeing**.

## **2. Statutory Requirements**

Under section 78 of the **Education Act 2002**, schools must provide a '*balanced and broadly-based curriculum*' which promotes '*the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life*'. PSHE and RSE make a major contribution to schools fulfilling this duty.

Schools also have duties in relation to promoting pupil wellbeing and pupil safeguarding (**Children Act 2004**) and community cohesion (**Education Act 2006**).

The **Children Act 2004** defines promoting pupil wellbeing as '*the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect*'.

Paragraph 41 of statutory guidance on **Keeping Children Safe in Education**, the Department for Education states that *'schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE...'*

The **Equality Act 2010** also places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe. RSE, with its focus on identity and equality, can help schools to fulfil this duty.

Section 34 of the **Children and Social Work Act 2017** places a duty on maintained primary schools to provide relationships education to all pupils. Whilst we are not required to provide sex education at primary school, we do need to teach the elements of sex education contained in the science curriculum.

### 3. Policy Development

This policy has been developed in consultation with staff, governors, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the school's Wellbeing team pulled together all relevant information including relevant national and local guidance, identified possible schemes of work and relevant suitable resources and completed an audit of current provision at the school
2. Pupil consultation – we talked to children about what they want from their RSHE lessons and what they felt was most important (this will be ongoing as new topics are taught and evaluated and also in the future as cohorts change and circumstances change)
3. Parent survey – parents were consulted about their views on the new curriculum, what else they felt should be included in RSHE at Ridgeway and were given the opportunity to express any concerns
4. Scheme (PSHE association) - chosen to support curriculum development and to best meet the needs of our community, our policy development and our whole school approach
5. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about policy and practice, where resources were shared and concerns were discussed with an expert present
6. Staff involvement – staff were involved in developing and adapting the RHSE curriculum further using the learning and resources in the scheme as a starting point (this will be ongoing and there should always be the flexibility to improve and adapt the curriculum in the future in response to how well children respond to it)
7. Staff training and discussion – staff invited to bring any issues or concerns around teaching aspects of the curriculum for discussion with an expert and their understanding of key aspects of the policy was explored, including the approach to teaching difficult issues and sensitive ways to manage different beliefs

8. Staff and governor consultation – all school staff and a group of governors were given the opportunity to look at the policy and make recommendations (parent views already considered)
9. Ratification – once amendments were made, the policy was again shared with governors and ratified and shared with parents

#### 4. Ethos/Values/Aims – Why Teach Wellbeing (RSHE and PSHE)?

At Ridgeway we believe in '**Nurturing every child for lifelong success**'.

We encourage our children to be confident, independent learners, who take responsibility for their learning and behaviour, and think for themselves. We emphasise developing lifelong learning skills and prepare children for the opportunities, responsibilities and experiences of life. Our Wellbeing (RSHE and PSHE) curriculum supports this approach and encourages individual responsibility, awareness and informed decision-making to promote healthier lifestyles.

Good-quality relationships underpin our whole approach at Ridgeway and we believe that healthy relationships built on mutual trust and respect, and positive attitudes to others and ourselves, are essential for learning and progress to take place. The ability to form and maintain meaningful relationships can help raise self-esteem and contribute to emotional wellbeing. We are a learning community which values working together purposefully to achieve the best outcomes and we support one another to continuously improve and develop.

Alongside our 'contexts for learning' curriculum and building on the skills that pupils have acquired during the Early Years Foundation Stage and at home, our Wellbeing curriculum aims specifically to help pupils to:

- Develop and maintain effective relationships
- Develop feelings of self-respect, confidence and identity
- Develop consideration, respect and empathy towards others
- Develop lifelong learning skills and live out the school values (being **creative, collaborative, responsible, resilient** and **reflective** in their approach to life)
- Assume greater personal responsibility and manage personal safety, including online
- Have a framework in which sensitive discussions can take place
- Learn the correct vocabulary to describe themselves and their bodies
- Understand the importance of health and hygiene, including mental health
- Manage the physical and emotional changes at puberty
- Create a positive culture around issues of sexuality and relationships
- Understand the wider world
- Challenge discrimination and promote diversity
- Make an active contribution to their communities

## 5. Curriculum for Wellbeing (RSHE and PSHE) – What Will Be Taught?

Relationships education, as set out by the DfE, focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- **Families and people who care for me**
- **Caring friendships**
- **Respectful relationships**
- **Online relationships**
- **Being safe**

The DfE statutory primary curriculum for RSHE is set out as per Appendix 2 and describes what children should know by the end of primary school.

A broader PSHE programme should also cover economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk. These are also areas that staff, parents and children requested be covered in our Wellbeing curriculum.

At Ridgeway we follow the guidance from the PSHE association and access their scheme of work as it fully covers the statutory aspects of the new RSE and health curriculum integrated into a full PSHE curriculum.

There are three core themes which are taught every year from year 1 to year 6 and learning has clear progression over time so that children develop their understanding in age-appropriate ways. There is consideration of the needs of all children including those with SEND in terms of how they access the resources and whether the learning is relevant to their individual stage of development, prior learning and experiences and their level of understanding of key concepts.

The three themes in our Wellbeing curriculum are:

- 1. Health and wellbeing**
- 2. Relationships**
- 3. Living in the wider world**

See Appendix 1 for details of our curriculum map for Wellbeing (based on the PSHE association guidance). This may need to be adapted as and when necessary to meet the needs of our pupils.

Unlike many other subjects, much of the specific knowledge taught in Wellbeing education changes regularly, for example because of legal changes, medical or technological advances. It is therefore important to ensure that all information used to develop pupils' knowledge on any aspect of Wellbeing education is up to date, accurate, unbiased and balanced.

Pupils also receive sex education sessions when in year 5, delivered by class teachers. Parents will be consulted about these sessions when their child reaches year 5 and will know when they are happening. A small part of this learning is the only aspect of the RSHE curriculum which parents can withdraw children from (see Section 8 for details).

We have developed the curriculum in consultation with parents, pupils, staff and governors, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate and honest manner so children are fully informed

and are less likely to seek answers online (see Group Agreements, Distancing Techniques and Dealing with Sensitive Questions in Section 6).

## **6. Delivery of Wellbeing (RSHE and PSHE) – How Will It Be Taught?**

At Ridgeway, the curriculum content for RSHE is taught alongside PSHE during Wellbeing lessons on a weekly basis from year 1 to year 6. It should also be noted that, in addition, RSHE/Wellbeing learning happens all of the time, and staff use everyday situations to help children understand and apply the skills they have learned. Biological aspects of RSHE are taught within the science curriculum, and other aspects of relationships education are included in religious education (RE). Key learning about online relationships and keeping safe online is reinforced in computing lessons. The learning and the different subjects overlap and can be taught together through our 'contexts for learning'. Teachers and leaders make use of year group assemblies, class assemblies, class discussions, circle time and forest schools to revisit and explore concepts. We also plan additional activities where appropriate e.g. health days, theatre groups, visitors.

### **Teaching Methods and Approaches**

Teachers plan sessions that incorporate a range of learning styles and strategies including class discussions, collaborative tasks, hot seating, sharing time, stories, scenarios involving problem-solving and role-play to deal with issues that are planned for or arise naturally.

### **Criteria for Resource Selection**

Resources are chosen or produced that are:

- age-appropriate
- closely matched to pupils' needs
- non-discriminatory (unless they are being specifically used to challenge misconceptions, negative images, messages and stereotypes)
- representative of people from different backgrounds
- relevant to all children irrespective of their home circumstances, gender, race, literacy, culture, faith and religion, learning and/or physical disabilities
- in accord with the values of the school and British values
- up to date in terms of current legislations and guidance
- varied and stimulating, in order to hold children's interest

### **Early Years**

In the Foundation Stage, teachers plan for personal, social and emotional development on a daily basis and use learning through play and the children's own experiences and interests when planning for education around relationships and health.

### **Provision Made for Children with Particular Needs**

- Nurture Support for children from the school's nurture team – Children have planned slots in the nurture room where they are supported to develop their social skills, build relationships, understand and manage their emotions, etc. with adult support, specific strategies and peer role-modelling.

- Open door policy and regular contact with parents/carers working in partnership with the school.
- High levels of teaching assistant support enabling ongoing support for Wellbeing learning when needed.
- EHCPs and additional support plans with specific targets around personal, social and emotional development as necessary.
- SENCO works with parents/carers and advises on further differentiation for children with specific needs.
- Assistant Head liaises with parents/carers and advises on any adaptations needed for looked after or adopted children.
- Trusting relationships with the Headship Team and other members of staff and a mentor programme for vulnerable children, enabling children to have a variety of people to talk to about any issues related to RSHE and PSHE (Wellbeing).

### **Group Agreements, Distancing Techniques and Dealing with Sensitive Questions**

- Clear parameters about what is appropriate and inappropriate should be discussed with the whole class and an agreement made about how everyone will behave (see example in Appendix 3).
- No one (teacher or child) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Children will be given preparation so that they will know what will be covered in the lesson at the start and how to minimise any embarrassment they feel.
- Teachers should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way, including explaining the meaning of words.
- Children should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to these before the next session.
- Teachers may decide to speak to a child separately to answer their question or may feel it necessary to consult their parents before giving an answer.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSHE.
- Where a child's own beliefs or family beliefs differ from what is being taught, that should be acknowledged, explaining that different faiths may have different beliefs and that not everything in RSHE aligns with all faiths but all people should be respected and treated kindly.
- The boundaries of confidentiality must be made clear to pupils from the start and they should know that staff have a duty to pass on information if they are worried about a child's safety.

### **Dealing with Safeguarding Comments or Disclosures**

- Teachers should listen to children and reassure them, but not ask leading questions, in line with the school's safeguarding and child protection procedure and training. Any concerns should be reported to the Designated Safeguarding Lead (DSL) or deputy DSL and recorded on cpoms.
- Staff must not promise confidentiality to a child. If a child asks a member of staff not to tell anyone, they should explain why it is necessary to pass on the information to the relevant



person for safeguarding reasons. The comment or disclosure should be kept confidential from others who do not need to know.

## 7. Roles and Responsibilities

### The Governing Board

The governing board approves the RSHE policy, and holds the head teachers to account for its implementation making sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

### The Head Teachers

The head teachers are responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from any non-statutory components (see Section 8).

### Staff

The teaching of Wellbeing (RSHE and PSHE) will be provided by class teachers within the context of trusted relationships. Teaching assistants will also be involved in lessons and providing support for individual children. All staff are responsible for helping children to apply the learning in day-to-day life.

Class teachers are responsible for:

- Delivering Wellbeing (RSHE and PSHE) in a sensitive way
- Modelling positive attitudes to Wellbeing (RSHE and PSHE)
- Setting clear boundaries with the class about what is appropriate behaviour during class discussions about Wellbeing (RSHE and PSHE)
- Monitoring children's progress
- Responding to the needs of individual pupils
- Responding appropriately to and providing alternative learning for pupils whose parents wish them to be withdrawn from the non-statutory components of sex education

Staff do not have the right to opt out of teaching Wellbeing (RSHE and PSHE). Staff who have concerns about teaching Wellbeing (RSHE and PSHE) are encouraged to discuss this with the head teachers.

## Children

Children are expected to engage fully in Wellbeing lessons and, when discussing issues related to PSHE and RSHE, treat others with respect and sensitivity.

Children are expected to understand and adhere to class agreements to ensure boundaries are in place and to aid appropriate discussion in Wellbeing lessons (see example in Appendix 3).

### 8. Parents' Right to Withdraw

There is no right to withdraw from relationships or health education, or from sex education that is delivered as part of the National Curriculum. This is because the topics covered, such as respect, safety and friendships, are important if children are to grow up into happy and healthy adults. Children have a right to learn facts that will help to keep themselves safe.

Parents do have the right to withdraw their child from any **non-statutory** element of the sex education programme that is usually delivered in year 5 at Ridgeway. The majority of the sex education taught in year 5 is in fact part of the Science curriculum or is part of relationships and health education, which is statutory, with the exception of one small part which focuses very briefly on sexual intercourse. We have chosen to include this non-statutory element (in an age appropriate way), so that the learning about sex (within loving, adult, consensual relationships) makes sense to children as a complete series of lessons and gives them a good understanding of how humans reproduce. We find that when intercourse is not explained, it leads to confusion. If children do not get the information they need from school and parents they often seek answers elsewhere and then risk receiving inaccurate information or viewing inappropriate material.

In Year 5, parents will be invited to see the planned programme of learning for sex education including any resources and activities on offer before it is taught to the children so that parents are fully informed, can ask questions and express any concerns. Once parents have done this, if they still have concerns they should put their request in writing using the form found in Appendix 4 of this policy and contact the head teachers to discuss the matter. This will allow for further discussion of their specific concerns and will also allow the head teachers to explain that aspect of the curriculum and the benefits that their child will gain from taking part in the lessons. A record will be made of the meeting, but such requests will be granted and children will be provided with alternative learning whilst that element of the sex education is being delivered.

### 9. Staff Development and Training

Staff read this policy and are trained on the delivery of our Wellbeing curriculum as part of their induction and it is included in our continuing professional development calendar. Staff also plan in teams of three within a year group, so that inexperienced teachers are well supported in making or assessing the suitability of resources and have the opportunity to talk through how they will deliver subject matter.

The Wellbeing team leader participates in further training on implementing and monitoring Wellbeing learning across the school. The curriculum team leader also has opportunities to keep up to date on legislation, local issues and developments in the subject and seeks advice and support from the health and wellbeing expert for Croydon Local Authority.

The head teacher/Wellbeing team leader will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Wellbeing content.

## 10. Assessment, Reporting and Monitoring Arrangements

In Wellbeing (RSHE and PSHE) there are two broad areas for assessment:

1. Children's knowledge and understanding, for example, information on health and nutrition, understanding codes of conduct, understanding health and safety procedures, and the meaning of ideas such as democracy.
2. How well children can use their knowledge and understanding in developing skills and attitudes, for example through discussions, group tasks and learning challenges, managing conflict, making decisions and promoting positive relationships.

Teachers use summative and formative assessment to monitor children's progress in the learning taught throughout the year in these two areas using our internal assessment system (which is currently under review). They discuss areas of strength and areas to develop for the class with the next teacher and highlight any ongoing gaps or misconceptions for individual children so that these can be addressed.

Children's personal, social and emotional development is a key aspect of conversations with parents throughout the year and at parent consultations, and forms the first part of end of year reports to parents. It is also a key discussion point at EHCP and ASP review meetings, where teachers are specific about how well children have met particular targets. The way we report to parents about children's progress in the foundation subjects (including Wellbeing/RSHE and PHSE) is under review as part of our curriculum reform work.

The delivery of the Wellbeing curriculum is monitored by the Wellbeing team through:

- Talking to children
- Looking at learning outcomes in books and on display
- Conducting learning walks
- Talking to teachers
- Scrutinising planning to check for coverage and effective differentiation


Governors working with the headship team take responsibility for meeting any statutory requirements in PSHE and RSHE (see Section 7 – Roles and Responsibilities).

## Appendix 1: Ridgeway Curriculum Map for Wellbeing (RSHE and PSHE)

### WELLBEING: Concepts Overview

The **concepts** are the golden threads that run throughout the curriculum for each subject; they transcend context specific knowledge and skills. The concepts link directly to the N.C. subject aims.

This overview is taken from the PSHE Association Scheme of Work, which is based on the government’s RSE policy and considered elements of good PSHE practice. At Ridgeway we will call this Wellbeing. There are three main threads or concepts in Wellbeing:

Concept 1	Concept 2	Concept 3
<p style="text-align: center;"><b>Health and Wellbeing</b></p>	<p style="text-align: center;"><b>Relationships</b></p> 	<p style="text-align: center;"><b>Living in the Wider World</b></p>
<ul style="list-style-type: none"> <li>• children understand how to look after their physical and mental health</li> <li>• children know what impacts on mental and physical health</li> <li>• children know how to improve or seek support with their physical and mental health</li> </ul>	<ul style="list-style-type: none"> <li>• children understand that there are different types of relationships</li> <li>• children develop skills needed for successful relationships</li> <li>• children understand what can go wrong in relationships and where to seek support with this</li> </ul>	<ul style="list-style-type: none"> <li>• children understand their responsibility to others</li> <li>• children understand how their actions impact on others</li> <li>• children begin to develop an idea of concepts in money</li> <li>• children know how they can impact on the environment</li> <li>• children understand their responsibilities to others in the real and online world</li> </ul>

### WELLBEING: Concept Milestones

The **Concept Milestones** break down the overarching concepts and indicate what pupils should achieve in each concept by the end of each Key Stage. The Milestones link directly to the N.C. subject content. This overview is taken from the PHSE Association Scheme of Work, which is based on the government’s RSE policy and considered elements of good PHSE practice.

	Concept 1: Health and Wellbeing	Concept 2: Relationships	Concept 3: Living in the Wider World
<b>Milestone 1</b> (EYFS)	<ul style="list-style-type: none"> <li>• To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>• To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> <li>• To be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> </ul>	<ul style="list-style-type: none"> <li>• To be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• To explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• To work and play cooperatively and take turns with others</li> <li>• To form positive attachments to adults and friendships with peers</li> <li>• To show sensitivity to their own and to others’ needs</li> </ul>	<ul style="list-style-type: none"> <li>• To talk about the lives of the people around them and their roles in society</li> <li>• To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>• To explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> </ul>
<b>Milestone 2</b> (Yr1/2)	<ul style="list-style-type: none"> <li>• To know how to keep healthy; about hygiene; about medicines and people who help us with our health</li> <li>• To know about keeping safe and who helps us to do that</li> <li>• To know how to keep safe by recognising risk and knowing rules</li> <li>• To know how to keep healthy by eating, drinking, playing and sleeping</li> <li>• To recognise feelings and moods</li> <li>• To recognise there are times of change, including loss, bereavement and growing up</li> </ul>	<ul style="list-style-type: none"> <li>• To know about ourselves and others; our similarities and differences; what makes us individuals and the main parts of our bodies</li> <li>• To know about ourselves and others; who the people are who care for us; features of groups we belong to; features of, and similarities and differences between families</li> <li>• To understand what friendship means; recognise when we are feeling lonely and be able to manage arguments</li> <li>• To understand how behaviour, words and actions affect others; know what bullying is and understand what respect for others means</li> </ul>	<ul style="list-style-type: none"> <li>• To know about money; making choices and how to identify needs and wants</li> <li>• To know about ourselves and others; the world around us; how to care for others and that we will grow and change</li> <li>• To know about people and their jobs; money and the role of the internet</li> </ul>

<b>Milestone 3 (Yr 3/4)</b>	<ul style="list-style-type: none"> <li>• To know how to keep safe; at home and school; in relation to our bodies; the role of hygiene; medicines and household products</li> <li>• To know how to be healthy through eating well and dental care</li> <li>• To know how to be healthy through keeping active and taking rest</li> <li>• To know about self-esteem: self-worth; personal qualities; goal setting and how to manage set backs</li> <li>• To know about feelings and emotions, how to express feelings and how they impact on behaviour</li> <li>• To know about keeping safe when out and about; recognising and managing risk</li> </ul>	<ul style="list-style-type: none"> <li>• To know about friendship; making positive friendships; managing loneliness and dealing with arguments</li> <li>• To know about families; family life and caring for each other</li> <li>• To show respect for ourselves and others; to know courteous behaviour and about safety and human rights</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the concept of community; belonging to groups; similarities and differences and respect for others</li> <li>• To know about careers; aspirations; role models and to be able to think about the future</li> <li>• To care for others; the environment; people and animals</li> <li>• To know about shared responsibilities, making choices and decisions</li> </ul>
<b>Milestone 4 (Yr 5/6)</b>	<ul style="list-style-type: none"> <li>• To understand the concept of Identity; personal attributes and qualities; similarities and differences; individuality and stereotypes</li> <li>• To know basic first aid for accidents and how to deal with emergencies</li> <li>• To know about growing and changing, including puberty and reproduction</li> <li>• To know about drugs, alcohol and tobacco and about healthy habits</li> <li>• To know how to look after ourselves; to understand about growing up and becoming independent and the need to take more responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• To know about different friendships and relationships</li> <li>• To know about becoming more independent</li> <li>• To know about online safety and the concept of risk online</li> <li>• To know about different types of relationships, how we change and grow; adulthood, independence and moving to secondary school</li> </ul>	<ul style="list-style-type: none"> <li>• To know about money; how to make decisions with money; spending and saving</li> <li>• To know about media literacy and digital resilience; influences and decision-making and online safety</li> </ul>

WELLBEING: Concept Long Term Overview

Health and Wellbeing Relationships Living in the Wider World

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

## Appendix 2: DfE Statutory RSHE Curriculum: By the End of Primary School Pupils Should Know...

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, 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</li> <li>• 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</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>• Where to get advice e.g. family, school and/or other sources</li></ul>

### Appendix 3: Parent Form: Withdrawal from Sex Education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships health and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
<p>Agreed actions from discussion with parents e.g. what learning will the child complete and where will they learn during the sex education sessions</p>	
Co-Head signature	