

Whickham Parochial Church of England Primary School



Policy on Relationships, Health and Sex Education

“ Clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. And over all these virtues put on love, which binds them all together in perfect unity.

Colossians 3:12-14



Mission Statement

At our Parochial school we aim to provide a stimulating and caring environment in which every child flourishes, with Christianity at the heart of all we do.

Aims

At Whickham Parochial we believe that every child is entitled to enjoy their childhood, celebrate their individuality and reach their full potential. We aim to do this through:

- Creating a caring school family living by Christian values.
- Celebrating everyone's strengths and efforts.
- Valuing the opportunities we have to contribute to our community and the wider world.
- Offering wide ranging quality experiences that stimulate children's minds.
- Encouraging respect for others, positive behaviour and good manners, enabling all children to feel secure and valued.
- Building strong links between school, home and church.
- Preparing children for future challenges in a changing world

We wish every child to take with them happy memories of Whickham Parochial into their future life.

1. Statement of Intent

At Whickham Parochial C of E Primary School, we understand our responsibility to deliver a high-quality, age appropriate and evidence based relationships, sex and health curriculum for all of our pupils. Both our policy and practise will '*ensure pupils are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others.*' (SIAMS schedule 2018) We believe that all children are loved by God, are individually unique and we have a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life.

This policy sets out the framework for our relationships, sex and health curriculum providing clarity on how it is informed and delivered. In developing this policy we have followed the principles in the Church of England Charter for faith sensitive and inclusive relationships education (Rel Ed), Valuing All God's Children document, relationships and sex education (RSE) and health education (RSHE) (Appendix 1)

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

The aim of RSHE is to provide balanced factual information about physical and emotional changes, together with consideration of the broader emotional, ethical, religious, and moral dimensions of physical relationships.

Our RSHE curriculum aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within personal relationships.
- avoid being pressured into uncomfortable or dangerous situations.
- communicate effectively by developing the appropriate language for sex and relationship issues.
- have an understanding of seeking permission and consent
- develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.



- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

2. Legal Framework

This policy has been developed with regard to legislation and statutory guidance including:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- SIAMS Evaluation Schedule 2018
- Valuing All God's Children 2019
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2017
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Keeping Children safe in Education – Statutory Safeguarding Guidance (2019)
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)

This policy works in conjunction with the following policies:

- Safeguarding (including child sexual exploitation) and child protection
- Behaviour
- SEND
- Equal Opportunities
- Anti-bullying
- Mental Health and Well-being
- Personal, Social and Health Education
- Science

3. Definitions

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

4. Roles and Responsibilities

The Governing Body is responsible for:

Ensuring all pupils make progress in achieving the expected educational outcomes.

Ensuring the curriculum is well led, effectively managed and well planned.

Evaluating the quality of provision through regular and effective self-evaluation.

Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.

Providing clear information for parents on subject content and their rights to request that their children are withdrawn *if and when sex education is added to the relationships and health education that we offer.*

Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.



Ensuring the Christian ethos is maintained and developed through the subjects.

The Head teacher is responsible for:

The overall implementation of this policy.

Ensuring staff are suitably trained to deliver the subjects.

Ensuring that parents are fully informed of this policy.

Reviewing requests from parents to withdraw their children from the subjects *if and when sex education is added to the relationships and health education that we offer.*

Discussing requests for withdrawal with parents *if and when sex education is added to the relationships and health education that we offer.*

Organising alternative education for pupils, where necessary, that is appropriate and purposeful.

Reporting to the governing board on the effectiveness of this policy.

Reviewing this policy on an annual basis.

The relationships, sex and health education subject leader is responsible for:

Overseeing the delivery of the subjects.

Ensuring that Collective worship explores the importance of inclusivity, dignity and respect.

Ensuring the subjects are age-appropriate and high-quality.

Ensuring teachers are provided with adequate resources to support teaching of the subjects.

Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.

Ensuring the relationships, and health curriculum is inclusive and accessible for all pupils.

Working with other subject leaders to ensure the relationships, and health curriculum complements, but does not duplicate, the content covered in the national curriculum.

Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

Teachers are responsible for:

Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.

Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.

Ensuring they do not express personal views or beliefs when delivering the programme.

Modelling positive attitudes to relationships, and health education.

Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

Acting in accordance with planning, monitoring and assessment requirements for the subjects.

Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.

Liaising with the School Nurse, where appropriate, to support the delivery of the curriculum.

Working with the relationships, and health education subject leader to evaluate the quality of provision.

The SENCO is responsible for:

Advising teaching staff how best to identify and support pupils' individual needs.

Advising staff on the use of TAs in order to meet pupils' individual needs.

Determining interventions and accessibility to the correct intervention.

5. Curriculum organisation

Our curriculum is set out as per Appendix 5 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, 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 manner so they are fully informed and don't seek answers online. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

Primary sex education will focus on:

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

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by contacting the Head Teacher. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately. Our PSHE planning comes from the Coram Life Education - SCARF programme (Safety, Caring, Achievement, Resilience, Friendship). SCARF is a framework of lessons for each year group that has been closely mapped to the PSHE Association programmes of study. An overview of the Department for Education's statutory guidance about Relationships Education and what pupils will know by the end of primary school is at Appendix 2. An overview of Health Education and what pupils will know by the end of primary school is at Appendix 3.

A summary of the content that will be taught during each Year Group is outlined at Appendix 5.

6. Sex Education

The DfE recommends that *all* primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle. All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals. When teaching about the main, external parts of the human body during lessons on puberty, all staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used are: penis, vulva, vagina, testicle, scrotum, breasts and pubic hair.

After conducting a parent consultation, we adapted our long term plans and changed the order in which some topics within Relationship, Sex and Health Education are taught. See Appendix 4 for parent consultation feedback.

A summary of the content that is currently taught during each Year Group is outlined at Appendix 5.

7. Resources and Delivery of Curriculum

We will teach the curriculum to reflect the requirements set out in law, particularly the Equalities Act 2010, so that pupils understand what the law does, and does not, allow, and the wider implications of decisions they make. Our relationships and sex education curriculum is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. Throughout our teaching of relationships education, there will be clear acceptance that a variety of sexual orientations, gender identities and families exist and are successful, which may differ from the usually accepted norm. References to LGBTQ+, will be fully integrated into the relationships, sex and health curriculum, rather than delivered as stand alone lessons. This is intended to support our children in building tolerance, and acceptance, and to support those children who have chosen or may choose a path which is outside of the stereotypical norm.

LGBTQ+ identities and relationships will be referred to from Early Years onwards and formally in Upper Key Stage 2, with a focus on pupils developing an understanding that there are a variety of relationships and family patterns in the modern world. We will always consider the development and maturity of pupils before teaching this topic.

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



question is deemed to be either inappropriate, or answering the question will involve divulging information inappropriate to the child's age or maturity, we will suggest that they will learn that when they are older, or we will suggest that it is a question to ask their grown-up at home. We ensure that all teaching resources and materials are appropriate for the age and maturity of pupils, their religious backgrounds and sensitive to their needs. Inappropriate videos, images etc. will not be used and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. Any resources or materials used to support learning will be formally assessed by the relationships and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils. We are currently using a range of resources to support our curriculum, but it is primarily delivered using materials from SCARF (Safety, Caring, Achievement, Resilience, Friendship) which is our PSHE programme of study.

8. External Partners

External partners (specifically, our school nursing team) may be invited to assist from time to time with the delivery of this programme and will be required to comply with this policy. We will ensure that the teaching delivered by the external partner fits with the planned curriculum and this policy. The use of external partners is to enhance curriculum rather than as a replacement for the teachers delivering the curriculum. External partners will be sourced to teach the first aid element of the curriculum.

Before delivery of the session we will discuss the partner's lesson plan and any materials the partner intends to use and ensure that the content is age appropriate for the pupils and meets pupil's needs.

We will ensure any external partner complies with the Child Protection and Safeguarding Policy.

9. Links with other curriculum areas

We seek to draw links between Relationships, sex and health education and other curriculum subjects wherever possible. Relationships, sex and health education will be linked to the following subjects in particular:-

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals, in the local context and wider community

10. Consultation with parents and carers

We understand the important role parents play in enhancing their children's understanding of relationships, sex and health. We also understand how important parents' views are in shaping the curriculum. We work closely with parents by establishing open communication – all parents have had the opportunity to have an input in the delivery of our RSHE curriculum. We will consult through:

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



Consultation may also take place with the wider school community e.g. governing body, school nurse, Local Authority and Diocese.

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects (if and when the non-statutory content is added)
- The resources that will be used to support the curriculum

11. Right to withdraw from sex education

Relationships and health education are statutory in primary school and parents do not have the right to withdraw their child from these subjects. Parents have the right to request that their child be withdrawn from some or all of sex education delivered (other than what must be taught as part of the statutory science curriculum). The head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will document this process to ensure a record is kept. The head teacher may discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This includes social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Once those discussions have taken place, the Headteacher will respect the parents' request to withdraw the child except where in respect of content that must be taught as part of the science curriculum. This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The head teacher will not grant a request to withdraw a pupil from any sex education delivered as part of the science curriculum. If a pupil is withdrawn from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

12. Staff training

All staff members will receive appropriate training to ensure they are up-to-date with the relationship, sex and health education programme and any associated issues. Members of staff responsible for teaching the subjects will undergo further training to ensure they are fully equipped to teach the subjects effectively. Training of staff will also be scheduled around any updated guidance on the programme and any new developments.

13. Bullying and Confidentiality

As stated in the Valuing All God's Children Document we have a duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to willingly engage in learning in a safe and welcoming environment. Homophobic, biphobic and transphobic bullying, alongside all forms of bullying, is a factor that can inhibit a pupil's ability to feel safe as well as their foundation for learning. As a Church of England school we must therefore implement measures to combat it.

Any bullying incidents arising out of the relationships, sex and health education, such as those relating to sexual orientation, will be dealt with as seriously as any other bullying incidents in school in accordance with the Behaviour Policy and Anti-bullying policies.

Confidentiality within the classroom is an important aspect of relationships, sex and health education and teachers should respect the confidentiality of pupils as far as possible. Pupils will be informed of the duty of



confidentiality and will be made aware of what action may be taken if they choose to report a concern or make a disclosure.

If a teacher has any suspicion of inappropriate behaviour or potential abuse, or if any reports are made during lessons as a result of the content of the curriculum this will be reported to the Designated Safeguarding Lead and this will be dealt with in line with the Child Protection and Safeguarding Policy.

14. Monitoring and evaluating the policy

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

The Governing Body is responsible for approving this policy.

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

Policy Agreed by Governors	Nov 2021
Review Date	September 2022
Next Review	September 2025
Link Governor	Father Barry Abbott



A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)¹

At Whickham Parochial Church of England Primary School we seek to provide Relationships Education, Relationships and Sex Education (RSE) 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 schools 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 Act² 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 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

¹ 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.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

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 2



Department
for Education

Relationships education overview (Statutory Guidance)

Families and people who care for me

By the end of primary school, pupils will know:

15. That families are important for them growing up because they can give love, security and stability.
16. 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.
17. 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.
18. 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.
19. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
20. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

By the end of primary school, pupils will know:

21. How important friendships are in making us feel happy and secure, and how people choose and make friends.
22. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
23. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
24. That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
25. How to recognise who to trust and who not to trust.
26. How to judge when a friendship is making them feel unhappy or uncomfortable.
27. How to manage conflict.
28. How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

29. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
30. Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
31. The conventions of courtesy and manners.
32. The importance of self-respect and how this links to their own happiness.
33. That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
34. About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
35. What a stereotype is, and how they can be unfair, negative or destructive.
36. The importance of permission-seeking and giving in relationships with friends, peers and adults.

Whickham Parochial C of E Primary School

Nurturing minds and hearts through God's love



Online relationships

By the end of primary school, pupils will know:

37. That people sometimes behave differently online, including pretending to be someone they are not.
38. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
39. The rules and principles for keeping safe online.
40. How to recognise harmful content and contact online, and how to report these.
41. How to critically consider their online friendships and sources of information.
42. The risks associated with people they have never met.
43. How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

44. What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
45. About the concept of privacy and the implications of it for both children and adults.
46. That it is not always right to keep secrets if they relate to being safe.
47. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
48. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
49. How to recognise and report feelings of being unsafe or feeling bad about any adult.
50. How to ask for advice or help for themselves and others, and to keep trying until they are heard.
51. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
52. Where to seek advice, for example, from their family, their school and other sources.



Appendix 3 Health Education overview (Statutory Guidance)

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

Mental wellbeing

By the end of primary school pupils will know:

53. That mental wellbeing is a normal part of daily life, in the same way as physical health.
54. That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
55. The scale of emotions that humans experience in response to different experiences and situations.
56. 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.
57. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
58. The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
59. Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
60. How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
61. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
62. Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
63. That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of primary school, pupils will know:

64. That for most people, the internet is an integral part of life and has many benefits.
65. About the benefits of rationing time spent online.
66. The risks of excessive time spent on electronic devices.
67. The impact of positive and negative content online on their own and others' mental and physical wellbeing.
68. How to consider the effect of their online actions on others.
69. How to recognise and display respectful behaviour online.
70. The importance of keeping personal information private.
71. Why social media, some computer games and online gaming, for example, are age-restricted.
72. 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.
73. How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
74. Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

75. The characteristics and mental and physical benefits of an active lifestyle.
76. The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.



77. The risks associated with an inactive lifestyle, including obesity.
78. How and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy eating

By the end of primary school, pupils will know:

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

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

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

Health and prevention

By the end of primary school, pupils will know:

83. How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
84. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
85. The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
86. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
87. About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
88. The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will know:

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

Changing adolescent body

By the end of primary school, pupils will know:

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



Feedback from the RSHE consultation

We had 43 responses from parents in relation to the RSE consultation. An overview of the feedback received from the consultation is shown below.

Questions/statements	Yes	No	No Answer
I agree that I am my child's first educator on matters relating to teaching them puberty and human sexuality.	100%	0%	0%
Have you read the school policy on Relationships and Health Education? (available on the school website)	73%	25%	2%
I trust the school's judgement on delivering the programme of Relationship, Sex and Health Education.	100%	0%	0%
	As part of science in Year 2	Wait until Key Stage 2	
In Key Stage One science children learning the names of the body parts. We have traditionally not included genitalia in this. Do you think we should include it in the Year 2 curriculum or wait until we teach about puberty in Key Stage 2?	51%	49%	
	End of Year 3	End of Year 4	End of Year 5
It is statutory to teach children about the changes they should expect when going through puberty by the end of Key Stage 2. However, given that children are developing at a younger age, please give your opinion on when we should begin to teach children about puberty, including menstruation (periods) and nocturnal emissions (wet dreams) but not including sex education.	25%	30%	42%
	4% either Year 3 or Year 4		
Parent comment summary			
<p>Parents were very supportive of the curriculum and its content. Many parents commented that they would like further information, ahead of the lessons regarding puberty and sex education, so they can ensure consistency in the information they discuss with their child and are prepared for any questions which may arise. It is felt that it is important that teaching of sex education should place emphasis on sexual intimacy happening in the context of a consensual, healthy and loving relationship. Parents encourage discussion and reflection on all types of healthy relationships and families.</p> <p>There was a concern about faith schools focusing on 'normal/chosen' relationships and to promote inclusivity. They commented that it would be good to see LGBTQ+ influences and role models.</p>			
Schools' response			
<ul style="list-style-type: none"> Based on this consultation, we have amended our RSHE Long Term overview. This can be found on the school website. This will show parents what we will be covering and in which term. We will inform parents in advance of when and what we will be teaching in regards to puberty and sex education. We are holding a zoom meeting for parents sharing these findings, curriculum content and examples of some resources. Parents will also be given a glossary of terminology. With regards to teaching children about puberty, including menstruation (periods) and nocturnal emissions (wet dreams) but not including sex education we have decided to start this in the first 			



term of year 5. This will then be re-visited in the summer term of year. Year 5 parents will be informed of when and what will be delivered.

- The RSHE curriculum which school has chosen to follow (SCARF Coram Life Education) covers consent, stereotypes, healthy relationships, types of families/relationships/marriages are all themes that are interwoven all the way through the curriculum.
- The school's RSHE and Co-Ordinator of Religious education has attended training on 'Valuing All God's children.' The Church of England is committed to an education that enables people to live life in all its fullness and fulfils the words of Jesus in John 10:10.
 - "I came that they might have life, and have it abundantly." John 10:10
 - Central to Christian theology is the belief that every single one of us is made in the image of God. Every one of us is loved unconditionally by God.
 - At Whickham Parochial, we believe that we must avoid diminishing the dignity of any individual child, family or colleague to a stereotype or a problem. Our school offers a community where everyone is a person known and loved by God. We support each other so that we can learn about and celebrate our own intrinsic value. We celebrate the Christian message of love and joy, celebrating our own unique humanity without exception or exclusion.
 -



Appendix 5

Whickham Parochial C of E Primary School RHE Programme of Study

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Me and My Relationships <u>All about me</u> <u>What makes me special</u> <u>Me and my special people</u> <u>Who can help me?</u> <u>My feelings</u> <u>My feelings (2)</u>	Valuing Difference <u>I'm special, you're special</u> <u>Same and different</u> <u>Same and different families</u> <u>Same and different homes</u> <u>Kind and caring (1)</u> <u>Kind and caring (2)</u>	Keeping Myself Safe <u>What's safe to go onto my body</u> <u>Keeping Myself Safe - What's safe to go into my body (including medicines)</u> <u>Safe indoors and outdoors</u> <u>Listening to my feelings (1)</u> <u>Keeping safe online</u> <u>People who help to keep me safe</u>	Rights and Responsibilities <u>Looking after my special people</u> <u>Looking after my friends</u> <u>Being helpful at home and caring for our classroom</u> <u>Caring for our world</u> <u>Looking after money (1): recognising, spending, using</u> <u>Looking after money (2): saving money and keeping it safe</u>	Being My Best <u>Bouncing back when things go wrong</u> <u>Yes, I can!</u> <u>Healthy eating (1)</u> <u>Healthy eating (2)</u> <u>Move your body</u> <u>A good night's sleep</u>	Growing and changing <u>Seasons</u> <u>Life stages - plants, animals, humans</u> <u>Life Stages: Human life stage - who will I be?</u> <u>Getting bigger</u>
	Cover the learning outcome: <ul style="list-style-type: none"> Explain which parts of their body are kept private and safe and why. Using the NSPCC Pantasaurus material. In Reception we will refer to the parts of the body which are to be kept private as 'private parts.' https://youtu.be/-lL07JOGU5o					
1	Me and My Relationships <u>Why we have classroom rules</u> <u>Thinking about feelings</u> <u>Our feelings</u> <u>Feelings and bodies</u> <u>Our special people</u> <u>balloons</u> <u>Good friends</u> <u>How are you listening?</u>	Valuing Difference <u>Same or different?</u> <u>Unkind, tease or bully?</u> <u>Harold's school rules</u> <u>Who are our special people?</u> <u>It's not fair!</u>	Keeping Myself Safe <u>Healthy me</u> <u>Super sleep</u> <u>Who can help? (1)</u> <u>Harold loses Geoffrey</u> <u>What could Harold do?</u> <u>Good or bad touches? - Do not use names of body parts which should be kept private unless a child asks. Correct terminology should then be used e.g. vulva and penis</u>	Rights and Responsibilities <u>Harold's wash and brush up</u> <u>Around and about the school</u> <u>Taking care of something</u> <u>Harold's money</u> <u>How should we look after our money?</u> <u>Basic first aid</u>	Being My Best <u>I can eat a rainbow</u> <u>Eat well</u> <u>Catch it! Bin it! Kill it!</u> <u>Harold learns to ride his bike</u> <u>Pass on the praise!</u> <u>Harold has a bad day</u>	Growing and changing <u>Inside my wonderful body!</u> <u>Taking care of a baby</u> <u>Then and now</u> <u>Who can help? (2)</u> <u>Surprises and secrets</u> <u>Keeping privates private</u>
2	Me and My Relationships <u>Our ideal classroom (1)</u> <u>Our ideal classroom (2)</u> <u>How are you feeling today?</u> <u>Bullying or teasing?</u> <u>Don't do that!</u> <u>Types of bullying</u> <u>Being a good friend</u> <u>Let's all be happy!</u>	Valuing Difference <u>What makes us who we are?</u> <u>How do we make others feel?</u> <u>My special people</u> <u>When someone is feeling left out</u> <u>An act of kindness</u> <u>Solve the problem</u>	Keeping Myself Safe <u>Harold's picnic</u> <u>How safe would you feel?</u> <u>What should Harold say?</u> <u>I don't like that!</u> <u>Fun or not?</u> <u>Should I tell?</u> <u>Some secrets should never be kept</u>	Rights and Responsibilities <u>Getting on with others</u> <u>When I feel like erupting</u> <u>Feeling safe</u> <u>How can we look after our environment?</u> <u>Harold saves for something special</u> <u>Harold goes camping</u>	Being My Best <u>You can do it!</u> <u>My day</u> <u>Harold's postcard - helping us to keep clean and healthy</u> <u>Harold's bathroom</u> <u>My body needs...</u> <u>What does my body do?</u>	Growing and changing <u>A helping hand</u> <u>Sam moves house</u> <u>Haven't you grown!</u> <u>Respecting privacy - Do not use names of body parts which should be kept private (in intro of lesson) unless a child asks. Correct terminology should then be used e.g. vulva and penis</u> <u>Basic first aid</u>



3	<p>Me and My Relationships As a rule <u>My special pet</u> <u>Tangram team challenge</u> <u>Looking after our special people</u> <u>How can we solve this problem?</u> <u>Dan's dare</u> <u>Thanks</u> <u>Friends are special</u></p>	<p>Valuing Difference <u>Family and friends</u> <u>My community</u> <u>Respect and challenge</u> <u>Our friends and neighbours</u> <u>Let's celebrate our differences</u> <u>Zeb</u></p>	<p>Keeping Myself Safe <u>Safe or unsafe?</u> <u>Danger or risk?</u> <u>The Risk Robot</u> <u>Alcohol and cigarettes: the facts</u> <u>Super Searcher</u> <u>None of your business!</u> <u>Raisin challenge (1)</u> <u>Help or harm?</u></p>	<p>Rights and Responsibilities <u>Our helpful volunteers</u> <u>Helping each other to stay safe</u> <u>Recount task</u> <u>Harold's environment project</u> <u>Can Harold afford it?</u> <u>Earning money</u></p>	<p>Being My Best <u>Derek cooks dinner! (healthy eating)</u> <u>Poorly Harold</u> <u>For or against?</u> <u>I am fantastic!</u> <u>Getting on with your nerves!</u> <u>Body team work</u> <u>Top talents</u></p>	<p>Growing and changing <u>Relationship Tree</u> <u>Body space</u> <u>Secret or surprise?</u> <u>Basic first aid</u></p>
4	<p>Me and My Relationships <u>An email from Harold!</u> <u>Ok or not ok? (part 1)</u> <u>Ok or not ok? (part 2)</u> <u>Human machines</u> <u>Different feelings</u> <u>When feelings change</u> <u>Under pressure</u></p>	<p>Valuing Difference <u>Can you sort it?</u> <u>Islands</u> <u>Friend or acquaintance?</u> <u>What would I do?</u> <u>The people we share our world with</u> <u>That is such a stereotype!</u></p>	<p>Keeping Myself Safe <u>Danger, risk or hazard?</u> <u>Picture Wise</u> <u>How dare you!</u> <u>Medicines: check the label</u> <u>Know the norms (formerly Tell Ed6)</u> <u>Keeping ourselves safe</u> <u>Raisin challenge (2)</u></p>	<p>Rights and Responsibilities <u>Who helps us stay healthy and safe?</u> <u>It's your right</u> <u>How do we make a difference?</u> <u>In the news!</u> <u>Safety in numbers</u> <u>Logo quiz</u> <u>Harold's expenses</u> <u>Why pay taxes?</u></p>	<p>Being My Best <u>What makes me ME!</u> <u>Making choices (formerly Ed6</u> <u>Learns to be human)</u> <u>SCARF Hotel!</u> <u>Harold's Seven Rs</u> <u>My school community (1)</u> <u>Basic first aid</u></p>	<p>Growing and changing <u>Moving house</u> <u>My feelings are all over the place!</u> <u>All change!</u> <u>Secret or surprise?</u> <u>Together</u></p>
5	<p>Me and My Relationships <u>Collaboration</u> <u>Challenge!</u> <u>Give and take</u> <u>How good a friend are you?</u> <u>Relationship cake recipe</u> <u>Being assertive</u> <u>Our emotional needs</u> <u>Communication</u></p> <p>Unit on Puberty- Earlier units will be used from Year 3 and Year 4 *My changing body (coramlifeeducation.org.uk) *Period positive</p>	<p>Valuing Difference <u>Qualities of friendship</u> <u>Kind conversations</u> <u>The land of the Red People</u> <u>Happy being me</u> <u>It could happen to anyone</u></p>	<p>Keeping Myself Safe <u>'Thinking' about habits</u> <u>Jay's dilemma</u> <u>Spot bullying</u> <u>Ella's diary dilemma</u> <u>Decision dilemmas</u> <u>Play, like, share</u> <u>Drugs: true or false?</u> <u>Smoking: what is normal?</u> <u>Would you risk it?</u></p>	<p>Rights and Responsibilities <u>What's the story?</u> <u>Fact or opinion?</u> <u>Rights, responsibilities and duties</u> <u>Mo makes a difference</u> <u>Spending wisely</u> <u>Lend us a fiver!</u> <u>Local councils</u></p>	<p>Being My Best <u>Getting fit</u> <u>It all adds up!</u> <u>Different skills</u> <u>My school community (2)</u> <u>Independence and responsibility</u> <u>Star qualities?</u> <u>Basic first aid</u></p>	<p>Growing and changing <u>How are they feeling?</u> <u>Taking notice of our feelings</u> <u>Dear Hetty</u> <u>Changing bodies and feelings</u> <u>*Growing up and changing bodies</u> <u>It could happen to anyone</u> <u>*Help! I'm a teenager - get me out of here!</u> <u>Dear Ash</u> <u>*Stop, start, stereotypes</u></p>
6	<p>Me and My Relationships <u>Working together</u> <u>Let's negotiate</u> <u>Solve the friendship problem</u> <u>Assertiveness skills (formerly Behave yourself - 2)</u> <u>Behave yourself</u> <u>Dan's day</u> <u>Don't force me – Do not show the video from this lesson.</u> <u>Acting appropriately</u> <u>-On the Activity sheet leave out point 6 on FGM</u> <u>It's a puzzle</u></p>	<p>Valuing Difference <u>OK to be different</u> <u>We have more in common than not</u> <u>Respecting differences</u> <u>Tolerance and respect for others</u> <u>Advertising friendships!</u> <u>Boys will be boys? - challenging gender stereotypes</u></p>	<p>Keeping Myself Safe <u>Think before you click!</u> <u>Traffic lights</u> <u>To share or not to share?</u> <u>Rat Park</u> <u>What sort of drug is...?</u> <u>Drugs: it's the law!</u> <u>Alcohol: what is normal?</u> <u>Joe's story (part 1)</u> <u>Joe's story (part 2)</u></p>	<p>Rights and Responsibilities <u>Two sides to every story</u> <u>Fakebook friends</u> <u>What's it worth?</u> <u>Jobs and taxes</u> <u>Action stations!</u> <u>Project Pitch (parts 1 & 2)</u> <u>Happy shoppers</u> <u>Democracy in Britain 1 - Elections</u> <u>Democracy in Britain 2 - How (most) laws are made</u></p>	<p>Being My Best <u>Five Ways to Wellbeing project</u> <u>This will be your life!</u> <u>Our recommendations</u> <u>What's the risk? (1)</u> <u>What's the risk? (2)</u> <u>Basic first aid</u></p>	<p>Growing and changing <u>Helpful or unhelpful?</u> <u>Managing change</u> <u>I look great!</u> <u>Media manipulation</u> <u>Pressure online</u> <u>Is this normal? – Do not teach FGM</u> <u>Dear Ash</u></p>

The only lesson that parents have the right to withdraw their children from is [Making babies \(coramlifeeducation.org.uk\)](http://Making babies (coramlifeeducation.org.uk)
Please leave out Activity 2 paragraphs 2, 3 and 4. A lesson plan will be provided.

