Havelock Infant & Junior Schools

Relationships, Health (and sex) Education
October 2021

Adopted by: Safeguarding & Inclusion Committee
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Signed: *EHHenry* **(GB Chair)**

Policy Review Due Date: Autumn 2024

HAVELOCK SCHOOLS RELATIONSHIPS, HEALTH AND SEX POLICY

1. Introduction
All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum must:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects. **This became active from September 2020.**

This policy has been written in conjunction with the DfE guidance on Relationships, Sex and Health Education (statutory from 2020), preventing and tackling bullying (Preventing and tackling bullying: Advice for headteachers, staff and governing bodies, July 2013, updated 2017), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and Keeping Children Safe in Education, 2020) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014). The expectations of the RHSE statutory expectations for primary schools and the National curriculum expectations for Science and online safety, along with the protective behaviours guidance is outlined in **appendix 1**.

2. Our definition and aims of Relationships, Health and Sex Education (RHSE)
At the Havelock Infant and Junior Schools our overarching aim is to provide all pupils with knowledge and understanding of all kinds of relationships in order for them to establish their own positive, tolerant and healthy relationships. Our objective is to prepare pupils for the physical and emotional challenges of growing up by teaching them about respect for themselves and others.

We define Relationships Education as learning about:
- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe
- how we fit into the world we live (Jigsaw)
- celebrating ours and others difference (Jigsaw)
- aspirations and goals (jigsaw)

We define Health Education as learning about:
- Our emotions and mental health
- Physical wellness
- Health eating
- Smoking, alcohol and drugs
- growing up and puberty (upper KS2)

We cover the named aspects of Relationships and Health Education by following the Jigsaw scheme of work, although we have amended a number of the units to account for the age and needs of our pupils. Sex education is defined in this policy as preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born. At the Havelock Infant and Junior Schools we have opted to teach Sex Education alongside the National Science Curriculum and in more detail in Year 6 only (**Appendix 2**). The school teaches protective behaviours which incorporates the correct terminology for body parts as well as how to build safe relationships (This is taught from Yr R – 6). (**Appendix 3**)

Our aim in teaching Relationships Education is to provide all pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships Education is therefore a tool to safeguard children. All our learning opportunities to develop Relationships, Health and Sex Educations are underpinned with our school values.

3. Statutory Requirements

As the Havelock Infant and Junior Schools are part of the Pathfinder School Academy Trust, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017. We are not required to provide sex education, but as a school we are opting to teach Sex education in Year 6 using the elements contained in the science curriculum and the from the Jigsaw programme of study with the Changing Me units. (Parents have a right to withdraw from Sex Education in Year 6 – refer to section 11). If any additional work is required with pupils younger than Year 6, parents will be consulted on a year group or individual level and content and permissions will be discussed. Parents cannot request to withdraw their children from any relationships or health education that falls into statutory requirements but can request to withdraw their child from sex education lessons if added in additionally. We understand that views around RSE related issues are varied. Although we respect the right to have personal views, all RHSE issues will be taught without bias as part of a statutory curriculum (**Appendix 2**).

In teaching Relationships Education, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

As a result of Relationship education, pupils should be able to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, substance misuse, gang activity, radicalisation and extremism – and making pupils aware of the support available to them. It also states that schools should ensure they are developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

This policy takes the views of staff, pupils and parents into consideration. Existing practice has been reviewed alongside views from parents and staff. Changes to the policy have been made to comply to new government guidance.

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice.)

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

4. Curriculum coverage

The schools follow an amended version of the Jigsaw scheme of work and Protective Behaviours. Coverage is outlined in the table below (see **appendix 2** for more detail). Some units of Jigsaw have been amended due to the school opting to only teach sex education units in Yr 6 and alongside the science curriculum at upper KS2.

RSE is predominately delivered through Jigsaw sessions with learning opportunities that are well planned and age appropriate. Additional sessions are delivered for online safety and protective behaviours over the term. Often aspects of the RHS curriculum can arise from conversations so unplanned discussion will be address appropriately and sensitively when they arise. Overall themes and the importance of covering these within our RSE curriculum and what elements of RSE are covered in each Year group are detailed in **Appendix 2**.

The teaching programme for RHSE follows legal requirements: all schools must teach certain content as part of the National Curriculum Science orders. Parents do not have the right to withdraw their child/children from this statutory element. These elements cover anatomy, puberty, biological aspects of sexual reproduction and use of hormones to control and promote fertility.

5. Inclusion and Equalities

This policy should be read in conjunction with the Havelock Schools Inclusion policy.

With a commitment to inclusion, all children will access RHSE sessions. Pupils with SEND needs will have equal opportunities as all other pupils but will be given additional support as required.

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The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RHSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b). Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states:

"Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

"Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils." (DfE, 2019)

6. Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately any disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

7. Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RHSE-related issues are varied. However, while personal views are respected, all RHSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RHSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The schools believe that individual teachers must use their skill and discretion in this area and refer to a Designated Safeguarding Lead if they are concerned.

Our school believes that RHSE should meet the needs of all pupils, answer appropriate questions and offer support. This should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively. Our schools liaise with parents/carers on this issue to reassure them of the content and context.

8. Safeguarding and confidentiality

Teachers need to be aware that sometimes disclosures may be made during RHSE lessons; in which case, our schools' safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. Staff will allow the time and appropriate management for this to happen. If disclosures occur, the schools' disclosure and/or confidentiality procedures are followed. As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to a Designated Safeguarding Lead, who takes action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the members of staff with responsibility for Safeguarding issues. The child concerned will be made aware that their disclosure will be passed on to a DSL and that we have a duty to do this in order to protect them.

9. Monitoring and evaluation

The PHSE coordinators will monitor delivery of the RHSE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

• Pupil and teacher evaluation of the content and learning processes

• Staff meetings to review and share experience

The PSHE coordinators and SLT will review the RHSE policy on an annual basis. This year, with the impending changes taking place, they will work with a team, to report any findings and recommendations to the full governing body, as necessary, if the policy needs further modification. This team will give serious consideration to any comments from parents about the sex education programme, and will make a record of all such comments. The Executive Headteacher will keep a written record, giving details of the content and delivery of the RSE programme that is taught at Havelock Infant and Junior Schools. Governors should scrutinise materials to check they are in accordance with our ethos. Parents and carers have the right to see sample materials used within the teaching of RHSE and can do so by prior appointment with a member of SLT.

10. Working with parents and carers

Our school believes that it is important to have the support of parents, carers and the wider community for the RHSE curriculum. Parents and carers have the opportunity to find out about and discuss the RHSE programme through information on our school website. The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RHSE. Good communication and opportunities for parents to understand and ask questions about our approach can help increase confidence in the curriculum. At the Havelock Infant and Junior Schools Sex Education content is only planned in Year 6. All other year groups follow the statutory in the Science or RSE curriculum guidance. If additional support is needed parents will be consulted on a year group or individual level and a programme of study will be agreed. Parents will be informed annually of the content included in RHSE and be made aware of any significant changes.

11. Withdrawal from RSE lessons

Sex Education will only to be included as part of the Year 6 curriculum. Parents/carers have the right to withdraw their children from Sex Education provided at school in Year 6 except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are given the opportunity to do so before the content is taught. They are to do this by informing the Executive Head Teacher in writing that they wish for their child to be withdrawn from the specific sex education sessions. Once a child has been withdrawn they cannot take part in the specific sex education lessons until the request for withdrawal has been removed. An outline of what is included in the Year 6 sessions are included in the overview (**Appendix 2**) Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. Parents and carers cannot withdraw from any aspect of Relationships Education and also, in maintained schools, Health Education lessons covering the changing adolescent body (puberty).

12. Roles and Responsibilities
Governing body

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It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RHSE;
- RHSE is well led, effectively managed and well planned;
- the quality of RHSE 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; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

Head Teacher and Curriculum leads

It is the responsibility of the Head Techer and the team responsible for curriculum oversight to ensure that RHSE is taught consistently across the school and in line with current guidance.

Staff

Staff have a responsibility to ensure that all aspects of the statutory RHSE are taught in keeping with the policy and any additional guidance. They should teach in a sensitive way modelling positive attitudes with non-biased views. Staff are also responsible for responding to pupils needs and raising any safeguarding with a Designated Safeguarding Lead where required. Staff cannot opt out of teaching RHSE but should they have concerns they need to raise them with the Head Teacher as soon as possible.

Pupils

Pupils are expected to engage with all aspects of RHSE and remember that when discussing sensitive issues, everyone should be treated with respect and sensitivity. Pupils will be consulted from time to time to gain their views on the content of RHSE.

Dissemination

This policy is available on our school website where it can be accessed by the community. Copies are available from reception on request for parents/carers.

Date for Review

Sept 2022

PSHE at Havelock Schools incorporating RSHE

Relationships Education	Health Education	Protective Behaviours	Online safety	Sex Education	Science Curriculum
Families and people who care for me -that families are important for children growing up because they can give love, security and stability. -the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. -that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care -that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. -that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. -how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. **Caring Friendships** -how important friendships are in making us feel happy and secure, and how people choose and make friends. -the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness,	**Mental Well being** -that mental wellbeing is a normal part of daily life, in the same way as physical health. -that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations -how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. -how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. -the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. -simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. -isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. -that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. -where and how to seek support (including recognising the triggers for	Each year the children are taught 4 sessions. These include themes such as: ● Feelings ● Safe and unsafe feelings ● Body Awareness ● Body privacy ● Early Warning signs ● Telling and secrets ● Safe networks *NB as part of body awareness session correct body part names are taught.	Key Stage 1 -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Key Stage 2 -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Sexual reproduction in humans including conception* *Parents have a right to withdraw their child from this part of the education only.	Key Stage 1 -identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. -notice that animals, including humans, have offspring which grow into adults Key Stage 2 -describe the changes as humans develop to old age -recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

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generosity, trust, sharing interests and experiences and support with problems and difficulties. -that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. -that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. -how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **Respectful relationships** -the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. practical steps they can take in a range of different contexts to improve or support respectful relationships. -the conventions of courtesy and manners. o the importance of self respect and how this links to their own happiness. -that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority -about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily	seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). -it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. **Internet safety and harms** -that for most people the internet is an integral part of life and has many benefits. o about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. -how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private -why social media, some computer games and online gaming, for example, are age restricted. -that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. -how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.				

reporting bullying to an adult) and how to get help. -what a stereotype is, and how stereotypes can be unfair, negative or destructive. -the importance of permission-seeking and giving in relationships with friends, peers and adults. **Online Relationships** -that people sometimes behave differently online, including by pretending to be someone they are not. -that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. -the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. -how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. -how information and data is shared and used online. **Being Safe** -what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). -about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. -that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	-where and how to report concerns and get support with issues online. **Physical health and fitness** -the characteristics and mental and physical benefits of an active lifestyle. -the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. -the risks associated with an inactive lifestyle (including obesity). -how and when to seek support including which adults to speak to in school if they are worried about their health. **Healthy Eating** -what constitutes a healthy diet (including understanding calories and other nutritional content). -the principles of planning and preparing a range of healthy meals. -the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). **Drugs, alcohol and tobacco** -the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. **Health and Prevention** how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.				

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-how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. -how to recognise and report feelings of being unsafe or feeling bad about any adult. -how to ask for advice or help for themselves or others, and to keep trying until they are heard. -how to report concerns or abuse, and the vocabulary and confidence needed to do so - where to get advice e.g. family, school and/or other sources.	-about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. -the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. -about dental health and the benefits of good oral hygiene and dental flossing, including regular checkups at the dentist. -about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. -the facts and science relating to allergies, immunisation and vaccination. **Basic first aid** -how to make a clear and efficient call to emergency services if necessary. -concepts of basic first-aid, for example dealing with common injuries, including head injuries. **Changing adolescent body** -key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. -about menstrual wellbeing including the key facts about the menstrual cycle.

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How the curriculum is covered at The Havelock Schools

	Relationships education	Health education	Protective Behaviours	Online Safety	Sex Education	Science
Reception	- How their actions/behaviour affects others. - Knowing what they are good at and that you can't be good at everything. - How we are same/different. - How to make friends and help each other. What makes a good friend. - What to do if they don't feel safe. How it feels and who to talk to.	- How to cope with different emotions and why you may feel a particular way. - How to spot when people are unkind and what to do. - What to do when they find things tricky. - Importance of exercise. What happens to your body when you exercise. What do different foods do for your body. - Having a bedtime routine and keeping clean. - Identifying names for parts of the body. - How they have changed from being a baby.	**1.** Feelings **2.** Body awareness **3.** Early Warning signs/Scary body feelings **4.** Telling and Secrets	General online safety rules – turn off the screen , talk to an adult if there is a problem, being respectful, being kind Resources such as Smartie the Penguin are used to reinforce learning		Changes in humans and animals – babies and adults
Year 1	- To understand my rights, responsibilities and consequences. - To understand and celebrate differences and similarities. - To know what bullying is. - To know that there are differences in families. - Friends and conflict	- To recognise success and failure. - To have a goal and know how to achieve it. - To know what being healthy is and the different aspects that contribute to this. - To know about healthy choices. - To be proud of myself. - To identify changes in their life. - To know people react differently to change.	**1.** Feelings **2.** Unsafe feelings and body awareness **3.** Body Privacy and Secrets **4.** Telling/Networks	**1.** We are Yr 1 rule writers ➢ Creating rules that help us stay safe online **2.** We are kind and thoughtful ➢ Understanding the impact of our behaviour on others		Life cycle of a plant

				3. We are responsible internet and device users ➢ Remembering to take time out from technology **4.** We are information protectors ➢ Understanding what is meant by 'personal information' and how this should be kept private **5.** We are good digital citizens ➢ Finding out what it means to be a good digital citizen 6. We are responsible gamers ➢ Learning how to stay safe when playing games online		
Year 2	• To understand rights and responsibilities • To understand differences and similarities between boys and girls. • To know what bullying is. • To know how to work co-operatively. • To know that there are differences in families. • Friends and conflict • To know when to keep a secret or not	• To recognise signs of anxiety. • To have a goal and know how to achieve it. • To know how to be healthy. • To know what medicines are and what they can do. • To understand the importance of using medicines safely. • To name healthy foods. • To identify strengths. • To identify changes in their life. • To know people react differently to change.	**1.** Feeling, rights and Responsibilities **2.** Unsafe feelings, problem solving **3.** Body awareness and personal space **4.** Networks and using them	**1.** We are Yr 2 rule writers ➢ Reviewing and editing our online safety guidelines **2.** We are not online bullies ➢ Creating a strong message against online bullying **3.** We are safe searchers		Animals and their offspring

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				➢ Learning how to use search engines safely **4.** We are code masters ➢ Generating strong passwords and keeping them safe **5.** We are online behaviour experts ➢ Solving online safety problems **6.** We are game raters ➢ Understanding and applying PEGI rating system for games		
Year 3	● To understand rights and responsibilities and to make responsible choices. ● To understand diversity of families. ● To understand roles and responsibilities in families and friendships. ● To Know and use strategies for keeping safe online.	● To approach new challenges positively. ● To understand how to help people who are being bullied and how to use words kindly. ● To understand how challenges can be overcome to achieve a dream/ambition. ● To know how to keep your body healthy. ● To make healthy choices about relaxation, medicines and food. ● To prepare for change next year.	**1.** Feeling, rights and Responsibilities **2.** Unsafe feelings **3.** Body awareness and telling **4.** Networks and using them	**1.** We are Yr 3 rule writers ➢ Reviewing and editing online safety rules **2.** We are digital friends ➢ Developing an awareness of online bullying. **3** We are internet detectives ➢ Assessing the trustworthiness of websites **4.** We are aware of our digital footprint ➢ Understanding the digital trails we leave behind **5.** We are netiquette experts		Plants and growth

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				➢ Practising good netiquette **6.** We are avatar creators Who do we really know online?		
Year 4	• Understand own and others' roles in the school community. • Develop and understanding of other people's feelings and empathy. • Understand how democracy works. • To understand how people are unique. • To understand how to work as part of a group to achieve a goal and appreciate others' contributions. • To understand roles in friendships. • To develop strategies for resisting pressure and to stick to personal beliefs of right and wrong. • To understand how to show love and appreciation to special people and animals.	• To understand assumptions and what can influence these. • To build confidence in calling out bullying. • To understand hopes and dreams and how to deal with disappointment. • To understand the effects of smoking and alcohol on the body. • To understand emotions that occur in different relationships. • To prepare for change next year. • Puberty changes in our bodies (individually as needed)	**1.** Rights and Responsibilities, Feelings **2.** Safe and Unsafe feelings **3.** Exploring Theme 2, secrets **4.** Networks and using them	**1.** We are Yr 4 rule writers ➢ Reviewing and editing online safety rules **2.** We are standing up to peer pressure ➢ Dealing positively with peer pressure **3.** We are aware that our online safety content lasts forever ➢ Getting messages pre & post internet **4.** We are online risk managers ➢ Understanding risk and prevention of information loss **5.**We are respectful of digital rights and responsibilities ➢ Understanding and respecting digital rights and responsibilities **6.** We are careful when talking to virtual friends		

				➢ Virtual friendships vs real friendship; who we can trust		
Year 5	• To understand their rights and responsibilities of being a British citizen • To identify a job choice and understand what motivates achievements • To understand that communicating with someone from a different culture means we can learn from them • To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. • To know there are rights and responsibilities when playing a game online and recognise when I am spending too much time online. • To explain how to stay safe when using technology.	• To make choices about behaviour and understand how an individual's behaviour can impact on a group • To understand what racism is • To explain the differences between direct and indirect types of bullying • To know the health risks of smoking and alcohol and can tell how they effect the lungs, liver and heart. • To know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy • To be aware of my own self-image and how my body image fits into that. • To explain how a girl's and boy's body changes during puberty and understand the importance of looking after yourself physically and emotionally. • To describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	1. Rights and Responsibilities, Feelings 2. Safe feelings, fun to feel scared and Early Warning Signs 3. 'We can talk with someone about anything, even if it feels awful or small' Secrets and Networks 4. Using networks	1. We are Yr 5 rule writers ➢ Reviewing and editing online safety rules 2. We are responsible for our online actions ➢ Understanding the impact of online behaviour 3. We are content evaluators ➢ Understanding advertising and endorsements online 4. We are protecting our online reputation ➢ Developing strategies to protect our future selves 5.We are respectful of copyright ➢ Understanding and applying copyright laws 6. We are game changers ➢ Understanding how game developers make money		Human lifecycle Plant lifecycles including asexual reproduction

		• To identify what I am looking forward to when I move to my next class				
Year 6	• To know the universal rights of the child and understand that for many children these needs are not met. • To make choices about behaviour and understand how rewards and consequences feel and relate these to rights and responsibilities • To develop learning steps to achieve goals and understand what motivates us to work for things • To understand how working with others will make the world a better place • To recognise when people are trying to gain power or control can judge whether something online is safe and helpful • To use technology positively and safely and explain how to do this with others.	• To explain ways in which one person or group can have power over another • To know some reasons why people use bullying behaviours • To take responsibility for my health and make choices that benefit my health and well-being. • I know about different types of drugs and their uses and their effects on the body particularly the liver and heart • To understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness • To know that it is important to take care of my mental health. • To understand that there are different stages of grief and that there are different types of loss that cause people to grieve. • To explain how a girl's and boy's body changes during puberty and understand the importance of looking after yourself physically and emotionally. • To describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • To be aware of the importance of a positive self-esteem and what I can do to develop it	1. Rights and Responsibilities, Feelings 2. Safe feelings, fun to feel scared and Early Warning Signs 3. 'We can talk with someone about anything, even if it feels awful or small' and Networks 4. Using networks	1. We are online safety ambassadors ➢ Reviewing and editing online safety rules 2. We will not share inappropriate images ➢ Inappropriate use of technology and the internet – nude selfies 3. We are safe social networkers ➢ Understanding that internet safety skills must always be switched on 4. We are respectful of others ➢ Respecting the personal information and privacy of others 5.We are online safety problem solvers ➢ Using our skills to resolve unfamiliar situations 6. We are safe gaming experts ➢ Creating and developing advice on safe online gaming	To understand that sexual intercourse can lead to conception and that is how babies are usually made. To describe how a baby develops from conception through the nine months of pregnancy, and how it is born.	Healthy lifestyles

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			• To identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.				

Yr 5 & 6 - Girl's understanding of sanitary products and disposal in school
As part of lessons on puberty, girls in Year 5 will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and will, to the best of its ability, ensure that girls have access to appropriate sanitary products during school time. If the school is made aware that a child has started their period before Year 5, individual support and work can be offered at the request of the parent for individual children.

Appendix 3

Language covered in Protective behaviours sessions

All Year groups use the language for correct body parts these include
 ➢ Penis and anus for boys
 ➢ Vulva, vagina and anus for girls
 ➢ From Yr 2 breasts are introduced for girls

It is explained in such a way that these are parts covered by swimming costumes

Mouth is also discussed as a private body part

Relationships, Health (and Sex) Education (RHSE) policy

Language covered in Year 6 sex education sessions

Reproduction, Uterus, Penis, Vagina, Vulva, Testicles, Nipples, Breasts, Friendship, Positive and negative relationship, Touching - sexual touching, Consent, Sexual intercourse, Pregnancy, Sperm, Egg, Fertilized, Puberty, Menstruation, Wet dream, Pubic hair, Erection

Relationships, Health (and Sex) Education (RHSE) policy

Appendix 5

Year 6 letter for right to withdraw from Sex Education

Date

Dear Parents and Carers,

This term as part of our Relationship, Health and Sex Education in Year 6 we will be covering the changing me unit from our Jigsaw scheme. This unit covers elements related to sex education and incorporates themes such as;

➢ Explaining that sexual intercourse can lead to conception and that is how babies are usually made.

➢ Describing how a baby develops from conception through the nine months of pregnancy, and how it is born.

Along with a general understanding, vocabulary will be introduced to help pupils understand what is happening to their changing bodies as they become teenagers (appendix 4 of the RHSE policy).

We feel that preparing pupils for the changes that they face is of the upmost importance and focused education of facts will enable them to feel prepared and properly informed. Parents and carers have the right to withdraw their child from sex education sessions (please refer to section 11) if they feel it is not an appropriate time for their child to learn about such themes. If you are wanting to withdrawn your child from taking part in sex education sessions **please write a letter to the Executive Head Teacher Mrs Rachel Kiziak** to ensure we have enough time to put in place alternative provision.

If you have any further questions about the content of these session, please speak to your child's class teacher.

Thank you for your continued support,

The Year 6 Team

Relationships, Health (and Sex) Education (RHSE) policy