

Relationships and Sex¹ education and Health Education

Forest of Galtres Anglican Methodist Primary School

Relationships, Sex and Health Education Policy

Policy Statement

This policy runs in line with our vision around the school community being rooted and grounded in love (Ephesians 3), and is delivered through our 5 Commitments of Care, Creativity, Collaboration, Courage and the Christian Faith. We follow all statutory & DFE guidance to ensure we are meeting the legal requirements in this area

Legal framework www.legislation.gov.uk/ukpga/2010/15/contents

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

- 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'

This policy operates in conjunction with the RSHE Charter and the following school policies

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Equality Policy and Equality Objectives (Single Equalities Scheme)
- Confidentiality Policy
- Mental Health & Wellbeing Policy
- E-safety & acceptable use Policy

Defining Relationships Education for Church of England Schools

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

[academies/relationships-sex-and-health-education](#) and has additional guidance taken from the work of Katy Staples in Bristol Diocese. With grateful thanks for permission to use this work.)

In Forest of Galtres Anglican Methodist Primary School, we want young people to flourish and to gain every opportunity to live fulfilled lives. RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.

As such in church schools, Relationships, sex and health education lessons will help pupils in explore the foundational ethic of "Love your neighbour as yourself" (Mark 12.31).

Pupils will have considered how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Church of England/ Methodist Context

Pupils are challenged to value the gift of themselves and have a healthy relationship with themselves. They are encouraged to grow to understand the unique gift of everyone else.

Pupils will consider the importance of long term relationships as building blocks for family stability. This will encompass the teachings of the Anglican/ Methodist Church, including the diversity of understandings about marriage and civil partnerships and the diversity of beliefs about the appropriate context for relationships.

Health Education:

Health Education is learning about physical health and mental wellbeing, so pupils can make wise choices to ensure their own flourishing and the flourishing of others.²

By the end of primary school pupils will know:

Mental wellbeing

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.

² See "Mental Health and Wellbeing: Towards a Whole School Approach" March 2018

² This policy template references the Church of England Education Office policy template guidance (Nov 2019 <https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education> and has additional guidance taken from the work of Katy Staples in Bristol Diocese. With grateful thanks for permission to use this work.)

- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why 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 (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

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

Healthy eating

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.

3 This policy template references the Church of England Education Office policy template guidance (Nov 2019 <https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education> and has additional guidance taken from the work of Katy Staples in Bristol Diocese. With grateful thanks for permission to use this work.)

- 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

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

Basic first aid

- 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 and key facts relating to the menstrual cycle.

Health education per year group

The school is free to determine, within the statutory curriculum content outlined in section 7, what pupils are taught during each year group and uses the PSHE Association's Programme of Study based on three core themes; Health and Well-being, Relationships and Living in the Wider World.

The school always considers the age and development of pupils when deciding what will be taught in each year group.

The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school as follows:

Reception (Link to Physical Development and People and Communities ELG)

4 This policy template references the Church of England Education Office policy template guidance (Nov 2019 <https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education> and has additional guidance taken from the work of Katy Staples in Bristol Diocese. With grateful thanks for permission to use this work.)

- Learn that mental well-being is a normal part of daily life, in the same way as physical health
- Learn that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, worried/nervousness)
- Develop the vocabulary to talk about the above emotions
- For most people the internet is an integral part of life and has many benefits and where and how to report concerns (age appropriate)
- Talk about what they like and dislike
- Understand that people are different
- Learn about eating different foods (including what constitutes a healthy diet and the characteristics of a poor diet) and the benefits of physical exercise
- Learn about safe and unsafe exposure to the sun and how to reduce the risk of sun damage
- Know about the importance of sufficient good quality sleep for good health
- Learn about dental health and the benefits of good oral hygiene
- Know to follow basic hygiene routines like washing hands before eating and the reasons why

Year 1

- What is, and how to maintain, a healthy lifestyle (inc physical activity, healthy eating, mental health and dental health)
- Understand that healthy eating and healthy meals are important
- Recognise likes and dislikes, learn how to make choices that improve physical and mental health and that these choices can have good and bad consequences. This includes smoking (negatively) and enough sleep (positively)
- Importance of personal hygiene and how to maintain it.
- Growth from young to old and how people's needs change.
- Name the main parts of the body including external genitalia, and knowing what different people may call these parts.
- Rules and ways of keeping physically safe in all environments including awareness of sun safety
- Know about who looks after them and who to go to if they are worried.
- Understanding how to say yes or no and keeping others safe

Year 2

- Think about themselves, learn from experiences, recognise/celebrate strengths and set simple but challenging goals.

5 This policy template references the Church of England Education Office policy template guidance (Nov 2019 <https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education> and has additional guidance taken from the work of Katy Staples in Bristol Diocese. With grateful thanks for permission to use this work.)

- Learn about good and not so good feelings and have the vocabulary to describe these. Include the importance of activity
- Consider change and loss (moving house, pets, losing toys etc) and their associated feelings together with how to deal with them e.g. time with family etc
- Revisit hygiene, discussing how diseases can spread and their responsibility for their own healthy and that of others.
- Understand the role of clothes for style, warmth, sun safety and keeping parts private.
- Learn how responsibilities and opportunities change as you grow up – mapped against a timeline of life
- Identify bodily similarities and differences between boys and girls.
- Know that household products, including medicines, can be harmful if not used properly.
- Revisit physical safety and learn rules/ways of keeping emotionally safe and physically active (introduce risks of inactive lifestyle – obesity etc)
- Know how they can help the people that look after them easily protect them.
- Understand what is meant by ‘privacy’ and how to keep it.
- Know how to keep themselves and others safe, including that they do not need to keep secrets. This includes the importance of rationing time online and age restricted games etc

Year 3

- Know what positively and negatively affects their physical, mental and emotional health including the benefits of exercise and time outdoors together with the risks associated with an inactive lifestyle
- Understand what a balanced diet is including the characteristics of a poor diet
- Know that there is a normal range and scale of emotions that all humans experience in different situations
- Recognise and talk about their emotions using appropriate vocabulary
- Reflect on and celebrate achievements, understanding strengths and setting goals.
- Know school rules about health and safety
- Know strategies for keeping physically and emotionally safe.
- Learn strategies for keeping safe online including protecting personal information and rationing time
- Learn about people who are responsible for helping them stay healthy and safe together with the ability to call the emergency services

Year 4

- Revisit what positively and negatively affects their physical, mental and emotional health.
- Understanding what a balanced lifestyle is

6 This policy template references the Church of England Education Office policy template guidance (Nov 2019 <https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education> and has additional guidance taken from the work of Katy Staples in Bristol Diocese. With grateful thanks for permission to use this work.)

- Reflect on and celebrate achievements, understanding strengths and setting goals including simple self-care techniques e.g. time spent with family/friends and hobbies
- Recognise, predict and assess risks.
- Understand how bacteria/viruses affect health and be able to follow simple routines to prevent spread and the treatments available
- Learn about safe and unsafe exposure to sun, how to recognise early signs of physical illness such as weight loss or changes to the body and what allergies are
- Learn what is meant by the term 'habit' and why they can be hard to change including information relating to drugs, alcohol and tobacco
- Learn how their body and emotions will change as they move through puberty.
- Learn strategies for keeping safe online including the importance of keeping images safe relating to social media and respectful online behaviour (along with age restrictions) and where and how to get support with online issues
- Learn about responsible use of mobile phones including safe keeping and safe user habits.

Year 5

- Revisit what positively and negatively affects their physical, mental and emotional health including isolation and loneliness (negatively) and the benefits of time outdoors, community participation, voluntary and service-based activity (positively)
- Be able to make informed choices about balanced lifestyle. Recognise how images in media/online may not reflect reality and can affect how people feel.
- Deepen understanding of good/not so good feelings and extend vocabulary for expressing these.
- Decide how to manage risks responsibly
- Reflect on and celebrate achievements, understanding strengths and setting goals. Understand that pressure to behave in unacceptable ways comes from a variety of sources.
- Understand that their body will change as they grow up including key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes; about menstrual well-being including key facts about the menstrual cycle
- Know the facts and science relating to allergies, immunisation and vaccination
- Understand how to take care of their bodies and that they have the right to protect their bodies from unwanted contact.
- Learn about E-safety as per the Computing curriculum, particularly the effects of cyber-bullying
- Know how to manage requests of images of themselves and what is appropriate to share.

Year 6

- Revisit what positively and negatively affects their physical, mental and emotional health.

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- Understand what might influence their choices about a balanced lifestyle, including a poor diet and risks associated with unhealthy eating and other behaviours (including for example obesity and the impact of alcohol)
- Recognise the early signs of physical illness, such as weight loss or unexplained changes to the body
- Know about safe and unsafe exposure to the sun and how to reduce the risk of sun damage, including skin cancer
- Understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (cross reference with e-safety/gaming)
- Recognise conflicting emotions and when to listen or overcome these.
- Reflect on and celebrate achievements, understanding strengths and setting goals.
- Learn about change, including transition, bereavement, separation and divorce.
- Recognise how increased independence brings increased risk and responsibility.
- Know basic emergency aid procedures and where to get help
- Develop techniques for resisting pressure to do something dangerous, unhealthy or that they think is wrong.
- Know about the potential damage of readily available substances and drugs (alcohol, tobacco and energy drinks) as well as those that are illegal.
- Learn about human reproduction in basic terms
- Understand that inappropriate contact and actions such as FGM are a crime and develop the skills/strategies to get support.
- E-safety as per the Computing curriculum, particularly video/phone addiction linking with age restrictions and sleep
- Revisit how to manage requests of images of themselves and what is appropriate to share.

Relationship Education

Relationships Education is learning about how to:

- be appreciative of existing relationships
- to form new healthy relationships
- to enjoy strong positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, friendships and relationships with peers and adults.

In this school any content that might be regarded as Sex Education: learning about human body parts, growth, puberty and reproduction will be taught through the Science Curriculum. Parents do not have the right the excuse their children from this aspect of the curriculum.

By the end of primary school, pupils will know:

Families and people who care for me

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- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage (civil or religious, available to opposite sex or same sex couples) 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, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

- 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.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.

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- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

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

Being safe

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

Relationships education per year group

10 This policy template references the Church of England Education Office policy template guidance (Nov 2019 <https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education> and has additional guidance taken from the work of Katy Staples in Bristol Diocese. With grateful thanks for permission to use this work.)

The school is free to determine, within the statutory curriculum content outlined in section 5, what pupils are taught during each year group and uses the PSHE Association's Programme of Study based on three core themes; Health and Well-being, Relationships and Living in the Wider World. There will always be additional opportunities that arise through specific instances or events within the school year that will occur in addition to planned learning.

The school always considers the age and development of pupils when deciding what will be taught in each year group.

The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school as follows:

Reception (Link to Making Relationships and Managing feelings and Behaviour ELG)

- Know that families are important for children growing up because they can give love, security and stability – and that others' families can look different to their own which we respect
- Discuss what makes a friend – characteristics, inclusion (positive and welcoming) and that there are ups and downs to be worked through including being able to play co-operatively with others
- Be able to identify feelings in ourselves and others include pride (self-respect)
- Understand that everyone is different and that is ok - respect
- Know who can help us if we are feeling sad.
- Understand class and school rules and being able to follow them including the conventions of courtesy and manners. This links to knowledge that in school and in wider society they can be expected to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- What sorts of boundaries are appropriate in friendships
- About the concept of privacy
- That each person's body belongs to them, and the differences between appropriate and inappropriate contact
- How to respond safely and appropriately to adults they may encounter
- 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
- How to report concerns and the vocabulary and confidence needed to do so
- Where to get advice & help

Year 1

- Learn to communicate feeling and recognise how others show feelings.
- Recognise what is fair/unfair, kind/unkind, right/wrong.

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- Listen to others, play and work co-operatively including recognising what makes a good friend
- Identify and respect differences and similarities between people.
- Identify their special people, what makes them special and how they care for one another e.g. families
- Recognise when people are being unkind, how to respond, who to tell and what to say including friendships – the normality of falling out and repairing

Year 2

- Recognise that their behaviour can affect other people.
- Recognise differences between nice surprises and secrets, the importance of not keeping any secret that makes them feel uncomfortable.
- Share their opinions and explain their views through discussion.
- Offer constructive support and feedback to others e.g. within the context of friendships
- Revisit respecting similarities/differences between people (including 'different families, same love')
- Understand people's bodies and feelings can be hurt.
- Judge what kind of physical contact is un/acceptable, un/comfortable, and how to respond. Link this with trusted adults and who to tell if you feel unsafe with adults
- Recognise different types of teasing and bullying and understand they are wrong/unacceptable.
- Have strategies to resist teasing or bullying (to them or others), what to do and where to go for help.

Year 3

- Recognise and respond appropriately to a wider range of feelings in others including how important friendships are in making us feel happy and secure, and how people choose and make friends
- Understand the importance of a healthy family life and its characteristics
- Know that their actions affect themselves and others. Understand differences within our wider community and the importance of respecting others, even when they are very different to themselves
- Know the concept of privacy and keeping something confidential/secret and when it right to break this including the different types of bullying (including cyber-bullying and its impact) and how to get help
- Understand the rules and principles of keeping safe online

Year 4

- Recognise what makes a positive relationship, develop the skills to form and maintain them. Within this understand the characteristics of friendships including truthfulness, kindness, generosity and trust
- Learn that healthy friendships have ups and downs and are positive and welcoming to others
- Know that civil partnerships and marriage are public examples of commitment between 2 people that love each other. Also learn that 2 people who love and care for each other can be in a committed relationship without being married/civil partners. Within these contexts know that sometimes families look different to their own and they should respect those differences
- To understanding nature and consequences of bullying and recognise the types
- Know how to judge if physical contact is un/acceptable and how to respond (each person's body belongs to them) – together with the importance of permission seeking in relationships
- Revisit confidentiality and when to break this.
- Understand consequences and nature of teasing, bullying and aggressive behaviour and know how to ask for advice and know where to get it
- To recognise and manage 'dares'.
- To understand personal boundaries and identify what they are willing to share with their most special people. This includes how to critically consider their online friendships and sources of information including risks associated with people they have never met.

Year 5

- Recognise different types of relationships between friends, families, relatives and acquaintances including:
 - 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
 - That most friendships have ups and downs and differences can be worked through and repaired – if conflict occurs, it can be managed
- Know that marriage is a commitment freely entered and no one should marry if they don't want to.
- Revisit confidentiality and when to break including:
 - What sort of boundaries are appropriate with peers and others (including in a digital context)

13 This policy template references the Church of England Education Office policy template guidance (Nov 2019 <https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education> and has additional guidance taken from the work of Katy Staples in Bristol Diocese. With grateful thanks for permission to use this work.)

- 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
- Listen and respond respectfully to a wider range of people, feeling confident to raise concerns, recognise and care about others.
- Develop strategies to resolve disputes/conflict using negotiation or compromise.
- Learn that differences/similarities come from different things including family, cultural, ethnic, racial and religious and it is important to respect these differences
- To realise nature and consequences of discrimination, bullying and aggressive behaviour including cyber bullying, prejudice or trolling with the knowledge that people sometimes behave differently online, including pretending to be someone they are not. Also 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. It is important not to be a bystander.
- To recognise and challenge stereotypes.

Year 6

- Revisit confidentiality and when to break it including responding to and reporting unsafe adults.
- Know that forcing anyone to marry is a crime and where to get support if needed.
- Build on responding respectfully to others by constructively challenging other's points of views if necessary including:
 - The importance of self-respect and how this links to their own happiness
 - That in school and in wider society they can be 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
 - The importance of permission-seeking and giving in relationships with friends, peers and adults
- Be able to compromise, negotiate and give rich, constructive feedback or support to benefit others and themselves.
- Learn that differences/similarities come from different things including family, cultural, ethnic, racial, religious, age, sex, gender identity, sexual orientation and disability.
- Realise the nature and consequences of discrimination, bullying and aggressive behaviour including cyber bullying, prejudice or trolling – see above for more detail
- Learn about the difference between and the terms associated with sex, gender identity and sexual orientation.

Sex Education

In Primary Schools Sex Education is not mandatory. The National Curriculum for Science includes content about human body parts, growth, puberty and reproduction. Parents do not have the right to withdraw from this aspect of the curriculum.

14 This policy template references the Church of England Education Office policy template guidance (Nov 2019 <https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education> and has additional guidance taken from the work of Katy Staples in Bristol Diocese. With grateful thanks for permission to use this work.)

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

The age and development of pupils is always considered when delivering sex education with an example outline below:

Reception

- Re-enforce what was covered in nursery
- Identify 'happy' situations and those which may be risky (inappropriate touches, exposure to unsuitable media etc)
- Identify who they can talk to if they are worried

How will RSHE be taught in our school?

All staff teaching this sensitive and important subject will have received training.

It will be delivered through materials available through the PSHE Association, the Diocese of York and MAST (Methodist Academies and Schools Trust).

Pupils with SEND will have had the content made accessible to them within normal classroom organisation. Where there are additional needs around accessibility, for example for pupils who may have an auditory or visual impairment, specific arrangements will be made.

At Forest of Galtres it is taught by confident trained staff, usually the class teacher, and only some elements will be taught by outside agencies (such as first aid or aspects about puberty as appropriate). It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age appropriate questions.

This policy has been produced by consultation with statutory and non-statutory guidance and the Forest of Galtres Local Governing Committee, as well as with staff and families.

Monitoring and review

The PSHE lead is responsible for monitoring the delivery and quality of teaching and learning, and identifying any training or resource needs.

The PSHE lead will conduct monitoring over the year, which may include self-evaluations, learning walks, planning scrutiny, and pupil discussions.

The PSHE leader will create action planning and regular reviews of this for the Headteacher and governing body through the LGC Teaching & Learning group.

This policy will be reviewed on an annual basis by the PSHE lead 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.

15 This policy template references the Church of England Education Office policy template guidance (Nov 2019 <https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education> and has additional guidance taken from the work of Katy Staples in Bristol Diocese. With grateful thanks for permission to use this work.)

The LGC is responsible for approving this policy. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Withdrawal from Relationships Education

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from these subjects.

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

The Headteacher will automatically grant withdrawal requests; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The Headteacher will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded. The Headteacher will keep a record of the discussion between themselves, the pupil and the parent.

The Headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum. The parent will be informed in writing of the Headteacher's decision.

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

Approved by LGC on XXXXXXXXXX

Date of review Spring 2022

Supporting documentation

- Valuing all God's Children (The Church of England Education Office) https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf
- The PSHE Association Programme of Study KS1-5 <https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935>

16 This policy template references the Church of England Education Office policy template guidance (Nov 2019 <https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education> and has additional guidance taken from the work of Katy Staples in Bristol Diocese. With grateful thanks for permission to use this work.)