

Gresham Primary School

Relationships and Health  
Education Policy

February 2023

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## Statement of intent

At Gresham Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. State-funded primary schools are also required to teach health education.

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.

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

## **1. Legal framework**

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'
- DfE (2021) 'Teaching about relationships, sex and health'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behavioural Policy
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- E-safety Policy
- Visitor Policy

## **2. Roles and responsibilities**

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

The headteacher 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.
- Discussing requests for withdrawal with parents.
- 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 every two years.

The PSHE leader is responsible for:

- Overseeing the delivery of the subjects.
- 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, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex 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, sex 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, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the PSHE 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.

### **3. Organisation of the curriculum**

Every primary school is required to deliver statutory relationships education and health education.

- **“Relationships education”** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- **“Health education”** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

- **“Sex education”** is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school’s PSHE curriculum.

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](#).

The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs; for example, additional emphasis on health and fitness as a response to the high numbers of children categorised as overweight.

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by emailing or calling the school.

The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

#### **4. Consultation with parents**

The school understands the important role parents play in enhancing their children’s understanding of relationships, sex and health. Similarly, we also understand how important parents’ views are in shaping the curriculum. This will include providing parents with frequent opportunities to understand and ask questions about the school’s approach to relationships and health education.

The school works closely with parents by establishing open communication.

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
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

#### **5. Relationships education overview**

**Families and people who care for me**

By the end of primary school, pupils will know:

- 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 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**

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, 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**

By the end of primary school, pupils will know:

- 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.
- 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**

By the end of primary school, pupils will know:

- 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**

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- 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, 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.

## **6. Relationships education per year group**

The school is free to determine, within the statutory curriculum content outlined in [section 5](#), what pupils are taught during each year group.

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

Under the National Curriculum, the basics of Sex Education fall within the Science curriculum. The statutory content requires maintained schools to teach children about human



development, including puberty, and reproduction. It is not compulsory to include extended sex education (beyond national curriculum for science) in primary schools. However, the DfE does strongly encourage primary schools to deliver sex education to help prepare children for their transition to secondary school.

In Key Stage 1, pupils will: Be introduced to the process of reproduction and growth in animals. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.

Key Stage 2, pupils will: Be taught about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Below is the content that directly relates to the Relationships and Health Education element of our PSHE curriculum. [The Gresham PSHE Curriculum Map](#) provides the entire coverage in detail and can be found on our school website or be provided on request.

Parents have the right to withdraw their children from *extended sex education lessons* that fall outside of the National Curriculum for Science.

Where they are available, links to the relevant 'Parent Page' have been included.

### **Year 1 – [My Growing Body](#) (Cannot opt out)**

- Naming, labelling and drawing main body parts eg: neck, chest, legs, toes, stomach, bottom, back.
- It talks about looking after our body and how parents, carers or people we trust may help us keep clean by helping us to wash or bathe
- It talks about times when our body may be looked at or touched eg: by being washed, applying cream, by being examined by a doctor or nurse
- It talks about saying 'no' if we don't want our bodies to be touched and who to talk to if we feel uncomfortable or unhappy about our body being touched
- It talks about respecting ourselves and respecting others
- This lesson introduces the scientific body parts of the anus, nipples, vulva, vagina, penis and testicle
- This lesson discusses which body parts belong to male and female bodies and where they are located.
- The teacher reinforces that these body parts are private and are usually covered and they are not to be touched unless we are comfortable with this
- This lesson reminds pupils that their body is their own and they can say 'no' if they do not wish to be touched
- This lesson reminds pupils to talk to someone they trust if they are unhappy or uncomfortable with anyone touching any part of their body
- The teacher reminds pupils that they can talk to them or an adult they trust if they have questions about what they have learned
- This lesson talks about the human life cycle and how our bodies change as we grow.

### **Year 2 – [My Private Body](#) (Cannot opt out)**

- This lesson recaps on the names of external genitalia taught in Year 1.

- The teacher reinforces that these body parts are private and are usually covered and they are not to be touched unless we are comfortable with this
- The teacher reminds pupils that they can talk to them or an adult they trust if they have questions about what they have learned
- The lesson discusses that adults asking children to keep secrets, particularly secrets around bodies and touching are not ok and what they should do if this happens
- This lesson discusses how to respond if physical touch leaves them feeling uncomfortable or unsafe.
- It talks about respecting ourselves and respecting others
- This lesson reminds pupils that their body is their own and they can say 'no' if they do not wish to be touched
- This lesson reminds pupils to talk to someone they trust if they are unhappy or uncomfortable with anyone touching any part of their body

### **Year 3 – My Body, Your Body: Keeping Healthy (Cannot opt out)**

- The resources discuss how we can keep our bodies healthy in a variety of ways such as needing the right types and amount of nutrition
- They talk about the human skeleton and its functions in terms of movement, support and protection and the names and locations of systems and major organs inside the human body
- They address the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (eg: the impact of alcohol on diet or health)
- They advise about how and when to seek support including which adults to speak to in school if they are worried about their health
- Lessons emphasise the important fact that everyone has the right to decide who can touch their body, as well as where, and in what way

### **Year 3 – Different Kinds of Friendships (Cannot opt out)**

- They discover the values of different types of friendship and as they experience an even wider range of relationships, they will establish the differences in qualities and behaviours that they should expect and exhibit within them.
- They build on sessions about friendships in Key Stage One and children navigate some of the challenges of developing friendships based in respect, kindness, trust and honesty.
- They are encouraged to think about the boundaries of different friendships in preparation to explore how friendships can change from platonic to romantic

### **Year 3 – Gender (Cannot opt out)**

- Gender based lessons build on an understanding of the differences between biological sex and gender and explore the ideas that social or cultural beliefs influence gender roles

- They encourage children to respect the different ways that people think of themselves and for them to be confident that the way they describe themselves to others is a matter for their personal choice and that uniqueness should be respected
- Lessons underline the fact that, sometimes unconscious expectations about gender can lead us to treat people badly.

#### **Year 4 – My Body, Your Body, Keeping Safe (Cannot opt out)**

- Pupils fully understand the meaning of 'body rights' and 'body autonomy', identifying which parts of the body are private.
- They should develop the confidence and know how to respond if someone is touching them in a way that makes them feel uncomfortable and they learn how to talk to a parent/guardian or trusted adult if they are feeling uncomfortable about being touched.
- Pupils know that they are within their rights to speak up if someone is making them feel uncomfortable, and what to say if they experience unwanted touch. Lessons explore when touch might be necessary but it doesn't always feel good - like when a Doctor needs to examine them or when a parent has to react quickly to keep them out of an immediate danger
- They learn that, even in these cases, it is their right to have someone they trust present or to express to a parent or carer how they feel about protecting themselves and their rights to privacy and respect.

#### **Year 4 – What's Love? (Cannot opt out)**

- Lessons prompt pupils to consider different kinds of love and how we can express it. In the English language we use the word love to represent so many different feelings - but what do we mean when we say we love another person?

#### **Year 4 – Identity and Gender (Cannot opt out)**

- Lessons explore how we can be accepting of the rights of everyone to choose their own identity. They support all pupils to be exactly who they feel they should be.
- They allow the opportunity to consider the different compositions of families, and offer respect for LGBTQ+ especially those children who have family members who identify as LGBTQ.

#### **Year 5 – [My Body Changes, The Human Body](#) (Consult Internally)**

- Lessons use the terminology for the genitals/private parts and assign them to a boy, a girl or both using diagrams
- They discuss changes in physical bodies both inside and out - and understand why these changes occur
- Lessons address how puberty and the menstrual cycle might affect both mind and body

- Lessons discuss sperm production and fertilisation of the female egg cell
- They discuss how the penis may feel hard and grow bigger at times but that this is normal and the penis will return to its usual state
- Mood swings, emotions, embarrassment and feelings of insecurity are discussed and pupils learn that these are normal feelings around the time of puberty
- They address the human life cycle.

### **Year 5 – Expressing Love Differently As They Grow (Cannot opt out)**

- Pupils learn that maintaining respectful relationships is vital for our well-being; they influence and impact our sense of self and identity...
- Intimacy, passion and commitment are addressed through age-appropriate topics exploring shared passions, appreciating more intimate, trustworthy connections and developing commitments to a purpose
- They learn about the biology behind their emotions to understand how to navigate themselves into healthier relationships
- They address the considerations to be made before creating an embryo

### **Year 5 – Keeping My Body The Same: [Protecting My Body](#) & [It's My Body](#) (Cannot opt out)**

- Lessons ensure pupils know about the procedure called Female Genital Mutilation and to understand that FGM is illegal in the UK
- Pupils will know that there is someone to talk to about FGM and there are organisations that can provide help and support.

### **Year 6 – My Amazing Body: [Healthy Relationship](#) & [Intimate Relationships](#) (Consult Internally)**

- Pupils learn more about how growing up is a biological and emotional process
- Lessons explore in greater detail how the body makes changes to prepare for being an adult.
- Pupils learn that the biology and emotions do not always progress at the same time, which is why the law protects them
- Sex, reproduction and the process of birth are biological processes that require mature understanding.
- There are a lot of responsibilities to consider before having an intimate relationship.

### **Year 6 – The Power of Love (Cannot opt out)**

- Pupils learn about coercion in relationships and how to protect themselves from it
- They begin to consider what unwanted sexual attention is. Pupils will be able to explain that, especially during puberty, privacy about one's body and private space become even more important for both boys and girls. They will be able to define unwanted sexual attention, feel confident in their intuition and be assertive in their communication about it.

### **Year 6 – Consent (Cannot opt out)**

- They will believe that unwanted sexual attention towards both boys and girls is a violation of privacy and that it challenges their rights to decide about their own body
- Lessons help them to establish boundaries in personal relationships and prepare them for the fact that future relationships have the potential to be intimate
- They consider these additional factors of healthy relationships and understand more about the laws that protect them.

## **Year 6 – Identity, Gender and Sexuality (Cannot opt out)**

- Lessons explore ways that laws about gender discrimination have changed in the last thirty years
- They require pupils to think critically about the changes that are still required; despite the Equality Act and new parliamentary law on RSHE, discrimination and prejudice still exist
- Pupils will begin to understand the power and responsibility they have to change this.

## **7. Health education overview**

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:

- 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 are 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 seek support and discuss their feelings with an adult.
- 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**

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- 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 some social media, some computer games and online gaming 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**

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example 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**

By the end of primary school, pupils will know:

- 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.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

### **Drugs alcohol and tobacco**

By the end of primary school, pupils will know:

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

Below is the Drugs Awareness content that directly relates to the Relationships and Health Education element of our PSHE curriculum.

#### Y2 – Medicines And Drugs: [How They Can Help Us](#)

- This lesson shows pupils how sweets and medicines can look very similar
- This lesson discusses what medicines are for, where to get them and who would give them to pupils
- It looks at how they should make a good choice about medicines knowing that they may look similar to each other
- It talks about the effects of taking the wrong medicine or too much of a medicine It looks at how medicines might help us
- It talks about who to call in an emergency if they are someone they know has swallowed a medicine that does not belong to them
- It shows pupils what a range of familiar medicine packets and bottles look like It talks about how medicines should be stored and kept safe away from children
- It reminds pupils that they can talk to a trusted adult about medicines, drugs and anyone they are concerned about who might have a problem with taking medicines
- This lesson recaps on what medicines are and how they are to be used safely It talks about what alcohol is It talks about the effects that alcohol may have on our body

#### Y2 – Medicines And Drugs: [Smoking and Drinking](#)

- It talks about what tobacco is It talks about the effects that tobacco may have on our body It talks about alcohol and tobacco being drugs that are addictive It talks about peer pressure and being offered alcohol and tobacco and what to do or say
- It talks about who you can talk to if you are concerned about your health or anyone else's who might be smoking or drinking around you

#### Y3 – Vaccinations and Diseases

- Building on simple principles of self-care based around personal hygiene covered in KS1, pupils understand that other physical care practices, such as looking after their skin and considering the pros and cons of immunisation, will enable them to take more responsibility for their own personal care
- The resources encourage an understanding of what constitutes good health, learning that it is essential preparation for successful independent living
- Independent decision-making is a part of children's development processes and an important life skill
- The lesson explores how babies are born with natural protection against some diseases but that the protection is temporary
- They learn that vaccination has been the way to create immunity from some disease, whether caused by viruses (such as the measles virus) or bacteria (such as pneumococcus).

#### Yr 3 - Safety With Household Meds

- Children under the age of 16 can consent to their own treatment if they're believed to have enough intelligence, competence and understanding to fully appreciate

what's involved in their treatment. This is known as being Gillick competent. But they will only become competent, even as an adult, if they receive age appropriate facts and an opportunity to consider them...

- The lesson inform pupils about the benefits and dangers of household meds
- Pupils learn that medicines, when taken correctly, contain chemicals intended to make us well but some substances - prescription or non-prescription drugs, household cleaning and DIY products and certain plants - are harmful if swallowed
- Pupils learn that everyday, children are hospitalised for ingesting something they shouldn't - they are informed about what those things are, where they can be found, and how they should be stored - these are important steps in preventing unintentional poisonings and guiding them to make informed decisions about their health.

#### Y4 – Recreational Drugs of Alcohol and Nicotine

- Pupils learn that "Recreational drugs" is a term that refers to both legal and illegal drugs that are used without medical supervision
- They are introduced to the vocabulary which labels the four categories of recreational drugs: analgesics, depressants, stimulants, and hallucinogens
- They learn that nicotine and alcohol come under the depressant category
- They are encouraged to consider how the use of the term 'recreational' when describing the use of alcohol and nicotine is not helpful, suggesting that the use of such drugs means it's just play and is both safe and fun
- Pupils learn that neither is true because of the chemical reactions which place us in danger.
- Drugs create psychological and physical dependence, both of which leave us open to addiction and mental and physical decline
- Recreation is an emotional need that requires legitimate activities, such as sport, hobbies, exercise, conversation, music, dance, art, and literature
- This lesson encourages pupils to think about euphemisms used to distract us from the reality of alcohol and nicotine and to consider their own recreations which offer a healthier alternative.

#### Y5 - Caffeine...helpful or harmful?

- Pupils learn that most addictive drugs stem from one of two classes: stimulants and depressants and that their names give a basic clue about the ways they differ
- Stimulants stimulate the central nervous system and depressants do the opposite, slowing it down along with all the parts of the body controlled by it
- In earlier sessions, recreational drug use was explored, looking at alcohol and nicotine
- This lesson goes on to explore another 'recreational' drug - caffeine and explains how it is a stimulant
- They become familiar with the effects of each type of drug in order to be able to recognise the signs of abuse, addiction, or overdose
- Pupils learn that caffeine is a drug that appears naturally in some foods but that it is also added to other products that are eaten or drunk
- They discover that caffeine has both benefits and negative health implications and that it is used in energy drinks, readily sold to children, currently without regulation



- Pupils are encouraged to weigh up the pros and cons of caffeine, thinking about the effects on the mind and body, linking it to the energy drinks industry and the ethics of selling addictive substances to children.

#### Y6 – [Alcohol, Smoking and Vaping](#)

- The lessons start by reiterating the danger of alcohol and smoking, then develops by address vaping
- Vaping is often presented as less harmful but nicotine is the primary agent in regular cigarettes and e-cigarettes, and it is highly addictive
- Pupils learnt that it causes craving and withdrawal symptoms
- Cigarettes, alcohol and vapes are easily accessible and have an appeal
- The glamour of them in advertising is discussed alongside the negative effects: nicotine is a toxic substance, raising blood pressure and spiking adrenaline, which increases the heart rate and the likelihood of having a heart attack
- Pupils are asked to consider if vaping is bad when it is promoted as a healthy alternative to smoking.
- There are many unknowns about vaping, including what chemicals make up the vapour and how they affect physical health over the long term.

#### Yr 6 - [Drugs](#) / Illegal Drugs

- The lesson asks pupils to show their understanding of what a drug is and allows pupils to give their interpretation of this
- They revisit the short and long-term effects of drug taking, smoking and alcohol that they have researched before revising the types of drug known as stimulants and depressants
- They learn that both stimulants and depressants claim lives every year due to overdose and other health problems related to long-term abuse
- In addition to overdose, addiction is a serious problem on both ends of the spectrum, for legal and illicit drugs.
- It can be easy for people to put themselves at risk, experimenting without understanding either scientific, legal or psychological consequences and that it's possible to develop a substance use disorder and find life is controlled by a drug
- An inability or refusal to stop abusing a drug results in early death from health complications.
- Pupils are informed of the organisations that can offer support and advice about substances
- It talks about who you can talk to if you are concerned about your health or anyone else's who might be smoking or drinking around you
- Lessons address how equipped children feel to cope with peer pressure around substance misuse
- It reminds pupils of the organisations that can offer support and advice about substances

#### **Health and prevention**

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.

- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria 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**

By the end of primary school, pupils will know:

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

### **Changing adolescent body**

By the end of primary school, pupils will know:

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

## **8. 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.

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, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

## **9. Sex education**

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.

At our school, we teach pupils sex education beyond what is required of the science curriculum. Parents have the right to withdraw from the lesson which go beyond the science curriculum. Information about the right to withdraw can be found [here](#).

Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with [section 3](#) and [section 4](#) of this policy.

The age and development of pupils is always considered when delivering sex education. Lessons on the below are delivered in the upper juniors. Parents are communicated with beforehand, with the option given to withdraw from the elements that go beyond the science curriculum.

The children watch the Channel 4 'All About Us: Living and Growing' DVD. The school has chosen to delay the sexual reproduction units until Year 6.

## **Year 5**

Unit 2: Age 7-9 Changes

This unit describes how bodies grow – the physical and emotional changes during puberty.

## **Year 6**

Unit 2: Age 7-9 How babies are made | How babies are born

Unit 3: Age 9-11 Girl talk | Boy talk | Let's talk about sex

These units include learning how sexual intercourse can mean the meeting of the sperm and the egg, and about the development of the baby in the womb and the birth of a baby.

# **10. Delivery of the curriculum**

The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way.

We will ensure that LGBTQ+ content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson, for example through the use of books and lesson materials which feature LGBTQ+ members of society.

The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.

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 in a manner appropriate to the pupil's age.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy. The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Any resources or materials used to support learning will be formally assessed by the PSHE leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- Written assignments
- Group presentations
- Group tasks
- Projects
- Class work

## **11. Working with external experts**

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.

The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.

The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.

Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.

The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

## **12. Equality and accessibility**

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

The school understands 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.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

The school understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the school's designated wellbeing lead to discuss this.

### **13. Curriculum links**

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

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 and ICT** – 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.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

### **14. Withdrawing from the subjects**

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

## **15. Behaviour**

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil.

These incidents will be dealt with following the processes in our Behavioural Policy and Anti-Bullying Policy.

The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

## **16. Staff training**

All staff members at the school will undergo training in conjunction with this policies review to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.

Members of staff responsible for teaching the subjects will undergo further training when required 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, such as 'sexting', which may need to be addressed in relation to the programme.

## **17. Confidentiality**

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

## **18. Monitoring quality**

The PSHE leader is responsible for monitoring the quality of teaching and learning for relationships, sex and health education.

As part of the wider monitoring of PSHE, the leader will conduct subject assessments on an annual basis, which will include a mixture of work scrutinies, learning walks and pupil voice.

The PSHE leader will work regularly and consistently with the other members of staff including the leadership team to evaluate the effectiveness of the subjects and implement any changes.

## **19. Monitoring and review**

This policy will be reviewed biennially by the PSHE leader and deputy/headteacher. The next scheduled review date for this policy is February 2025.

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 board is responsible for approving this policy.

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