



CONTEXT

In February 2019, the Department for Education (DfE) published guidance for schools on Relationships Education, Relationships and Sex Education (RSE) and Health Education. This guidance replaces the Sex and Relationship Education guidance (2000). Schools are expected to teach RSE and Health Education according to the guidance from September 2020 however due to Covid- 19 Schools are now required to have this in place by the summer term 2021 at the latest.

AIMS AND OBJECTIVES

Relationships Education in primary schools is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. For more information on Relationships Education and to view the full DfE guidance, please look on the DfE website and refer to pp.19-22 or view the additional attachment on the school website 'RSE guide for parents'.

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

TEACHING AND LEARNING

The staff, at Henry Chichele Primary School, are committed to providing Relationship and Sex Education in a sensitive manner, appropriate to the age and needs of the children. Delivery is mostly through discrete PSHE sessions with some aspects of RSE taught through links made in other areas; such as Science. Delivery may also be through visits from Health Visitors e.g. the School Nurse and Life Education Bus.

At Henry Chichele Primary School, Coram Education SCARF PSHE programme is followed throughout and through Relationship and Sex education, the sessions aim:

- To introduce concepts which are appropriate to the age and maturity of the child.
- To promote and understand the value of family life, marriage and stable and loving relationships for the nurture of children.
- To encourage awareness, respect and responsibility for one self and others.
- To enable pupils to develop positive relationships with others of the ability to communicate effectively.
- To examine opinions, concepts and encourage discussion.

- To enable pupils to protect themselves and ask for help and support.
- To give an understanding of the importance of personal hygiene.
- To enable pupils to be able to name parts of the body and describe how their bodies work.
- To prepare pupils for puberty and to recognise that individuals develop at different times.
- To give pupils an understanding of reproductive and sexual development.
- To give pupils the skills to manage emotions and relationships confidently and sensitively.
- To answer pupils' questions in a sensitive manner.
- To teach factual knowledge and encourage the explanation of facts.
- To develop an understanding of what a loving relationship is and that it can be in many forms.

RSE CONTENT

SCARF RSE-specific lessons are designed to cover key skills, attitudes and values children need to explore in order to develop healthy relationships with their peers. Children also learn how to keep themselves safe and to ask for help when they need it.

4-5 year-olds: being the same and different, our special people, different families, different homes, our feelings, being unique and special, being kind, caring and friendly, keeping safe, keeping healthy, resilience, life stages and growing from young to old.

5-6 year olds: explores themes around families and their special people, the importance of respecting others including those that are different from us, recognising that genitals are private and their correct names; develops understanding of the difference between surprises and secrets (good or bad secrets) and when not to keep secrets; helps develop judgement of what kind of physical contact is acceptable or unacceptable and how to respond to this (including who to tell and how to tell them).

6-7 year-olds: looks at the process of growing from young to old and how people's needs change; explores the opportunities and responsibilities that increasing independence can bring, recognising that they share a responsibility for keeping themselves and others safe.

7-8 year-olds: introduces themes about change, including bereavement, healthy and unhealthy relationships (friendships), how images in the media do not always reflect reality and the impact of this on people's thoughts and feelings; the nature and consequences of discrimination; the importance of protecting personal information online; understanding risk and building resilience; making informed choices; resisting pressure and recognising when and how to ask for help.

8-9 year-olds: builds on the themes covered in previous years, looking more closely at body changes as they approach and move through puberty including: menstruation and human reproduction; conflicting emotions; what positively and

negatively affects their physical, mental and emotional health; understanding good and not-so-good feelings; recognising and challenging stereotypes; consequences of their actions; pressures to behave in an unacceptable, unhealthy or risky way and that marriage is a commitment freely entered into by both people.

9-10 year-olds: builds on the themes covered previously and in greater depth, looking more closely at: body changes and feelings during puberty; how their changing feelings can affect those they live with; what makes relationships unhealthy; exploring risky behaviour in more detail; different types of bullying including homophobic and transphobic; how to keep their personal information private online (and why this is important), and how to use social media safely.

10-11 year-olds: builds on and reinforces all the themes of the previous years, with new content built into the lesson plans looking at: body image and the media; forced marriage; female genital mutilation (FGM); sexual intercourse; and managing pressure online.

Sex education is part of the PSHE curriculum which aims to provide our children with self-esteem, confidence, respect and self-discipline. Parents do have the right to withdraw their child from these sessions. The teaching of body changes and sexuality will be taught age appropriately and they may be delivered by the class teacher with the assistance of School Nurse.

WORKING WITH PARENTS

The school is committed to working with parents. Under the Education Act 1993 pupils can be withdrawn by their parents from part of sex education that is outside the compulsory elements of sex education contained in the Science National Curriculum.

Parents wanting to exercise this right are invited to see the Head Teacher. The concerns of parents and the possibilities of adjusting the programme or approach will be explored and any impact that withdrawal may have on the child will be considered.

The Head Teacher will talk with the parents about the child's possible negative experiences or feelings that may result from exclusion and the ways in which these can be minimised. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Relationships Education is compulsory in all primary schools and therefore pupils will not be able to be withdrawn from Relationships Education and Health Education. However parents will have the opportunity to view any materials used before the children have seen them, so they can then support their child/ren at home.

ANSWERING DIFFICULT QUESTIONS

To allow children to share their questions or concerns each classroom has a question box. However, sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. We will answer questions both honestly and age appropriately. Individual teachers will use their skill and discretion in such situations and refer to the Head Teacher if they are concerned.

ASSESSMENT

Observation of programme; and critique to be made by the head teacher and subject lead. Class teachers will assess progress termly.

Owning Committee: Curriculum and Standards

Last Reviewed: April 2021

Next Reviewed: April 2023

DfE Statutory Guidance Categories: Relationships Education (Primary)

By the end of primary schools pupils should know:

Families and people who care for me (FPC)	<ol style="list-style-type: none">1.that families are important for children growing up because they can give love, security and stability.2.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.3.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.4.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.5.that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.6.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 (CF)	<ol style="list-style-type: none">1.how important friendships are in making us feel happy and secure, and how people choose and make friends.2.the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.3.that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.4.that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.5.how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships (RR)	<ol style="list-style-type: none">1.importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.2.practical steps they can take in a range of different contexts to improve or support respectful relationships.3.the conventions of courtesy and manners.4.the importance of self-respect and how this links to their own happiness.

	<p>5.that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>6.about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>7.what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>8.the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
<p>Online relationships (OR)</p>	<p>1.that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>2.that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>3.the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>4.how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>5.how information and data is shared and used online.</p>
<p>Being safe (BS)</p>	<p>1.what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>2.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.</p> <p>3.that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>4.how to respond safely and appropriately to adults they may encounter (in all contexts, including online)whom they do not know.</p> <p>5.how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>6.how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>7.how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>8.where to get advice e.g. family, school and/or other sources.</p>

DfE Statutory Guidance Categories: Physical Health and Mental Wellbeing (Primary)

By the end of primary school pupils should know:

Mental Wellbeing (MW)	<ol style="list-style-type: none">1.that mental wellbeing is a normal part of daily life, in the same way as physical health.2.that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness)and scale of emotions that all humans experience in relation to different experiences and situations.3.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.4.how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.5.the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.6.simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.7.isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.8.that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.9.where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).10.it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms (ISH)	<ol style="list-style-type: none">1.that for most people the internet is an integral part of life and has many benefits.2.about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.3.how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.4.why social media, some computer games and online gaming, for example, are age restricted.

	<p>5.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.</p> <p>6.how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>7.where and how to report concerns and get support with issues online</p>
Physical health and fitness (PHF)	<p>1.the characteristics and mental and physical benefits of an active lifestyle.</p> <p>2.the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>3.the risks associated with an inactive lifestyle (including obesity).</p> <p>4.how and when to seek support including which adults to speak to in school if they are worried about their health.</p>
Healthy eating (HE)	<p>1.what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>2.the principles of planning and preparing a range of healthy meals.</p> <p>3.the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>
Drugs, alcohol and tobacco (DAT)	<p>1.the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>
Health and prevention (HP)	<p>1.how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>2.about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>3.the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>4.about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>5.about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</p> <p>6.the facts and science relating to allergies, immunisation and vaccination.</p>
Basic first aid (BFA)	

	<ol style="list-style-type: none">1. how to make a clear and efficient call to emergency services if necessary.2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body (CAB)	<ol style="list-style-type: none">1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.2. about menstrual wellbeing including the key facts about the menstrual cycle.