

**Fieldhead Carr Primary School**  
**Relationships, Sex Education Policy**  
Spring 2024

**Summary**

Fieldhead Carr takes its responsibility to provide relevant, effective and responsible RSE to all of its pupils as part of the school's personal, social, health, economic (PSHE) education curriculum very seriously. The school wants parents/carers and pupils to feel assured that RSE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the RSE provision.

**Recommendation**

Governors are requested to read this policy and consider its content.

Author's Role	PSHE Lead
Date	Spring 2024
Internal review Date	Spring 2025
Official Review Date	As updates

**What is Sex and Relationship Education?**

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual 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 sexual 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.

## Sex and relationships education (SRE) for the 21st century (2014)

### Why is SRE in schools important?

We are required to teach Relationships Education and health Education as part of our PSHE curriculum. Current regulations and guidance from the Department for Education (DfE) state that from September 2020, all schools must deliver Relationships Education and Health Education. High quality Relationships Education, Health Education and RSE help create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life.

It is essential for the following reasons:

- RSE plays a vital part in meeting the schools' safeguarding obligations as outlined in the updated [Keeping children safe in education – Statutory guidance for schools and colleges \(September 2019\)](#).
- The [DfE HYPERLINK](#) "[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf?\\_ga=2.120216332.581999425.1566900002-1124323572.1549279039](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf?_ga=2.120216332.581999425.1566900002-1124323572.1549279039)" 2019 statutory guidance states that, from September 2020, all schools providing primary education, including all-through schools and middle schools must teach Relationships Education.
- Children have a right to good quality education, as set out in the [United Nations Convention on the Rights of the Child](#).
- Children want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that Relationships and Sex Education was 'too little, too late and too biological'. [Ofsted reinforced this in their 2013 'Not Yet Good Enough report.'](#)
- Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- National Curriculum: RSE plays an important part in fulfilling the statutory duties the school has to meet [as section 2 of the National Curriculum framework \( HYPERLINK "https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425601/PRIMARY\\_national\\_curriculum.pdf" DfE HYPERLINK](#)

["https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425601/PRIMARY\\_national\\_curriculum.pdf"](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf), 2013) states

- The Department of Health set out its ambition for all children to receive high quality Relationships and Sex Education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, [The Importance of Teaching \(2010\)](#) highlighted that 'Children need high quality Relationships and Sex Education so they can make wise and informed choices' (p.46).
- These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' emotional wellbeing, and improving their ability to achieve in school and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

Fieldhead Carr aims to promote an environment where everyone feels safe, happy and secure within a community whose values are built on mutual trust and respect for all. This part of our PSHE policy focuses on Sex and Healthy Relationship Education Guidance.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

The Department of Education state:

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way".

Sex and Relationships Education is the lifelong learning about physical, moral, social and emotional development. It is about the forming of positive non-exploitative relationships that are based on respect, love, care and empathy. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Sex Education is part of the Personal, Social and Health Education in our school. While we use Sex Education to inform children about sexual issues e.g. growing up and puberty, reproduction and where babies come from, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use Sex Education as a means of promoting any form of sexual orientation or sexual activity.

There are three main elements:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

(SRE Guidelines, DfES 2000)

Effective sex and relationship education is essential if children and young people are to make and sustain meaningful relationships. We want children to be able to make responsible and well informed decisions about their lives. We want children to have knowledge, skills and understanding to keep themselves and others safe. It is for these reasons that we have adopted a spiral curriculum that helps us to deliver SRE across all year groups in school.

At Fieldhead Carr we aim to develop all three elements of our Sex and Relationship programme as appropriate to the age and emotional maturity of our pupils. Therefore in some cases parents are provided with points of reference and information so that they can begin the process with their child if they are in advance of their peers or not ready with their peers at the time of education in class.

It is recognised that the more sensitive issues need to be approached consistently across the school, teachers having agreed appropriate responses to children's questions ahead of time and the PSHE co-ordinator / learning mentor is always available for individual parent consultation to discuss the needs of their child.

## **Curriculum and Organisation**

We teach Sex and Relationship education in the context of the school's aims and values framework. While Sex and Relationship education in our school means that we give children information about behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex and relationship education in the belief that pupils should learn to:

- manage emotions and relationships confidently and sensitively with self-respect and empathy
- use anatomically correct terms at all age groups.
- avoid and not initiate exploitation and abuse e.g. bullying
- make choices and have an awareness of consequences based on an appreciation of difference and absence of prejudice
- participate in positive relationships in a considerate and sensitive way, valuing respect and care for self and others
- cope with loss at the end of relationships
- explore individual and moral issues and develop decision making skills based upon critical thinking
- understand physical and emotional development at appropriate stages
- understand human sexuality, reproduction, sexual health, emotions and relationships

While we carry out the main sex education teaching in our PSHE curriculum, we also teach some SRE through other subject areas (for example Science and PE) where we feel it contributes to a child's knowledge and understanding of his or her body, and how it is changing and developing. All schools must teach the following as part of the National Curriculum for Science.

**These are the statutory science elements of the SRE curriculum**

**Key stage 1:**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals including humans, have offspring which grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

**Key Stage 2:**

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

**Statutory aspects of Relationships Education:**

<p><b>Families and people who care for me</b></p>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Caring friendships</b></p>	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul>

See Appendix 1 Spiral Curriculum.

## The role of parents

The school is well aware that the primary role in children's Sex and Relationship education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's sex and relationship education policy and practice;
- answer any questions that parents may have about the sex and relationship education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex and relationship education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to Sex and Relationship education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents are invited into the school for consultation before the education takes place so they can form an understanding of what pupils of their child's age group is learning about. A parent booklet summarising the approach that the school takes is sent home or handed out at the parents consultation meetings along with a communication letter informing parents of the start date of the learning. It is the intention that parents can be prepared for questions asked at home.

### Right to withdraw from SRE workshops

Parents have the right to withdraw their child from all or part of the **non-statutory** Sex and Relationship education programme that we teach in our school. If a parent wishes their child to be withdrawn from Sex and Relationship education lessons, they should discuss this with the Head Teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. In this instance the school will provide activities and information that parents can share with their child at home if requested.

### Staffing

- The Headteacher takes overall responsibility for the policy and its implementation.

- The PSHE co-ordinator is responsible for implementing the SRE programme and monitoring and supporting its effective delivery.
- Class teachers deliver the SRE Scheme of Work
- Recommended outside speakers are used as appropriate E.g. the school nurse, and parents will be informed of this.
- We will endeavour to have two teachers delivering SRE workshops at all times.
- Any teacher new to the subject of SRE will attend relevant training run by the Leeds Health and Wellbeing Service.

### **Confidentiality and safeguarding**

Teachers conduct Sex and Relationship education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher or Designated Safeguarding Officer. They will then deal with the matter in consultation with health care professionals.(See also Child Protection and Safeguarding Policy.)

See Appendix 2 Guidelines for running PHSE / SRE sessions

### **SRE and Special Educational Needs**

As an inclusive school, all children are to have access to the same lessons. In certain circumstances, in consultation with the PSHE Co-ordinator and the parents, it may be that certain areas may be delivered in a small group or individually where appropriate. The school will seek guidance from the school nursing team where necessary in order to support all pupils. Children with EAL will be supported to access the curriculum.

### **Monitoring and Evaluation**

The PSHE co-ordinator monitors the delivery of the programme by:

- Lesson observations/team teaching
- Discussions with pupils
- Feedback from teachers

### **Assessment and Recording**

Teaching staff use a mix of formative and summative assessment in PHSE. These are informal, continuous and on-going and identify the needs of the individual pupils. On some occasions a pupil is referred to the learning mentor for Thrive intervention. This may be for self-esteem groups,

attendance, behaviour etc. (Refer to our care, guidance and support policy for further information). This assessment happens incidentally during classroom activities through observational teacher judgement which inform the planning of the pupil's future activities and needs. This information is shared between year groups as the pupils move on through the school so that the progress made is evident.

## **Monitoring Review**

The Children and Learning Committee of the governing body monitors our Sex and Relationships education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Children and Learning Committee gives serious consideration to any comments from parents about the sex and relationships education programme, and makes a record of all such comments.

Details of our SRE will be reviewed every two years when the PSHE policy is review or earlier if necessary.

## **Statutory Requirements**

The school is mindful of its statutory obligation to:

- Publish a Sex and Relationships Education Policy and make it available for inspection to parents;
- Ensure that all teaching materials used are appropriate to the age, religious and cultural backgrounds of its pupils;
- Teach all aspects of Sex Education included in the national Curriculum Science Orders (DfEE 1999)
- Inform parents of their right to withdraw their children from SRE other than that taught in National Curriculum Science.
- (1996 Education Act)

## **Appendix 1            Sex and Relationships Education Spiral Curriculum**

At Fieldhead Carr we believe that SRE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life. (Sex and Relationship guidance 2000)

Therefore SRE is not considered a stand-alone subject covered in upper KS2 but rather a spiral curriculum that extends throughout the life of a child at Fieldhead Carr primary. The table on the following pages sets out the content of SRE delivered at Fieldhead Carr and the way in which it is delivered. Whilst there are non-statutory specific SRE units of work set out in the PHSE scheme of work for years 2,5 and 6, additional learning targets are delivered through the statutory science curriculum for all year groups throughout school.

We communicate our SRE programme to parents through our “Relationships and Sex Education Parents Guide”. This summarises our whole school approach and is available on our website and given to all parents of year 2 & 5 & 6 children. We also run parents’ workshops open to all parents of year 5 & 6 children prior to their SRE specific workshops being run in school.

Year	Ofsted SRE Learning Outcomes	Fieldhead Carr SRE Learning targets	Non SRE units that contribute to delivery of SRE learning outcomes.
1	<ul style="list-style-type: none"> <li>• Recognise and compare the main external parts of the human.</li> <li>• Recognise similarities and differences between themselves and others and treat others with sensitivity.</li> <li>• Identify and share their feelings with each other.</li> <li>• Recognise safe and unsafe situations</li> <li>• Identify and be able to talk with someone they trust</li> <li>• Be aware that their feelings and</li> </ul>	No specific SRE unit for year 1	<p><b>Mental health and emotional wellbeing: Feelings</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about different types of feelings</li> <li>• about managing different feelings</li> <li>• about change or loss and how this can feel</li> </ul> <p><b>Science 2014 National Curriculum</b> Statutory identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><b>PHSE</b> Awareness of the need for privacy with certain body parts – NSPCC underpant rule.</p>

	<p>actions have an impact on others.</p> <ul style="list-style-type: none"> <li>• Make a friend, talk with them and share feelings</li> </ul>		<p>Stranger Danger – simple rules for dealing with strangers. Work with local PCSO.</p>
2	<ul style="list-style-type: none"> <li>• Recognise and compare the main external parts of the human.</li> <li>• Recognise similarities and differences between themselves and others and treat others with sensitivity.</li> <li>• Identify and share their feelings with each other.</li> <li>• Recognise safe and unsafe situations</li> <li>• Identify and be able to talk with someone they trust</li> <li>• Be aware that their feelings and actions have an impact on others.</li> <li>• Make a friend, talk with them and share feelings</li> </ul>	<p><b>Sex and relationship education:</b> <b>Boys and girls, families</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• to understand and respect the differences and similarities between people</li> <li>• about the biological differences between male and female animals and their role in the life cycle</li> <li>• the biological differences between male and female children</li> <li>• about growing from young to old and that they are growing and changing</li> <li>• that everybody needs to be cared for and ways in which they care for others</li> <li>• about different types of family and how their home-life is special</li> </ul>	<p><b>PHSE</b></p> <p>Awareness of the need for privacy with certain body parts – NSPCC underpant rule.</p> <p>Stranger Danger – simple rules for dealing with strangers working with local PCSO.</p> <p>Simple rules for resisting pressure.</p> <p>Identify when they feel comfortable or at risk</p> <p><b>Science 2014 National Curriculum</b> Statutory</p> <ul style="list-style-type: none"> <li>• to notice that animals including humans, have offspring which grow into adults.</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food and <b>hygiene</b>.</li> </ul> <p>Non statutory</p> <p>Pupils should also be introduced to the processes of reproduction and growth in animals. The focus should be on questions that help pupils to recognise growth. They should not be expected to understand how reproduction occurs.</p>
3	<ul style="list-style-type: none"> <li>• Express opinions for example about</li> </ul>	<p>No specific SRE unit for year 3</p>	<p><b>Science 2014 National Curriculum</b> Statutory</p>

	<p>relationships and bullying</p> <ul style="list-style-type: none"> <li>• Listen to and support others</li> <li>• Respect other people's viewpoints and beliefs</li> <li>• Recognise their changing emotions with friends and family and be able to express their feelings positively.</li> <li>• Recognise their own worth and identify positive things about themselves.</li> </ul>		<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Non statutory</p> <p>Pupils should be introduced to main body parts associated with the skeleton and muscles finding out how different parts of the body have special functions.</p> <p><b>PHSE</b></p> <p>Aside drug education smoking and related post workshop class work.</p>
4	<ul style="list-style-type: none"> <li>• Express opinions for example about relationships and bullying</li> <li>• Listen to and support others</li> <li>• Respect other people's viewpoints and beliefs</li> <li>• Recognise their changing emotions with friends and family and be able to express their feelings positively.</li> <li>• Be self confident in a wide range of new situations such as seeking new friends.</li> <li>• Seeing things from other</li> </ul>	No specific SRE unit for year 4	<p><b>PHSE</b></p> <p>Aside drug education, alcohol and related post workshop class work</p>

	<p>people's viewpoint for example their friends or carers.</p> <ul style="list-style-type: none"> <li>• Discuss moral questions</li> <li>• Listen to support their friends and manage friendship problems.</li> <li>• About and accept a wide range of different family arrangements.</li> <li>• The diversity of lifestyles.</li> <li>• The diversity of values and customs in the school and the community.</li> <li>• The need to love and trust in valued relationships.</li> <li>• Identify adults that they can trust and who they can ask for help.</li> </ul>		
5	<ul style="list-style-type: none"> <li>• Express opinions for example about relationships and bullying</li> <li>• Listen to and support others</li> <li>• Respect other people's viewpoints and beliefs</li> <li>• Recognise their changing emotions with friends and family and be able to</li> </ul>	<p><b>Sex and relationship education:</b> <b>Growing up and changing</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the way we grow and change throughout the human lifecycle</li> <li>• about the physical changes associated with puberty</li> </ul>	<p><b>Science 2014 National Curriculum</b></p> <p>Statutory</p> <ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>• Describe the life process of reproduction in some plants and animals.</li> <li>• Describe the changes as humans develop to old age.</li> </ul> <p>Non statutory</p> <ul style="list-style-type: none"> <li>• Pupils should find out about different types of</li> </ul>

	<p>express their feelings positively.</p> <ul style="list-style-type: none"> <li>• Identify adults they can trust and who they can ask for help.</li> <li>• Recognise and challenge stereotypes for example in relation to gender.</li> <li>• Recognise the pressure of unwanted physical contact and know ways of resisting it.</li> <li>• That the life processes common to humans and other animals include growth and reproduction.</li> <li>• About the main stages of the human life cycle.</li> <li>• The many relationships that they are involved.</li> <li>• About different forms of bullying people and the feelings of both bullies and victims.</li> <li>• Why being different can provoke bullying and why being different is acceptable.</li> <li>• The need for love and trust in</li> </ul>	<ul style="list-style-type: none"> <li>• about menstruation and wet dreams</li> <li>• about the impact of puberty in physical hygiene and strategies for managing this</li> <li>• how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty</li> <li>• strategies to deal with feelings in the context of relationships</li> <li>• to answer each other's questions about puberty with confidence, to seek support and advice</li> </ul>	<p>reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals.</p> <ul style="list-style-type: none"> <li>• Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty</li> </ul> <p><b>PHSE</b></p> <p>Dside drug education, drugs and volatile substances and related post workshop class work</p>
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	valued relationships.		
6	<ul style="list-style-type: none"> <li>• Express opinions for example about relationships and bullying</li> <li>• Listen to and support others</li> <li>• Respect other people's viewpoints and beliefs</li> <li>• Recognise their changing emotions with friends and family and be able to express their feelings positively.</li> <li>• Identify adults that they can trust and who they can ask for help.</li> <li>• Recognise and challenge stereotypes for example in relation to gender.</li> <li>• Recognise the pressure of unwanted physical contact and know ways of resisting it.</li> <li>• That the life processes common to humans and other animals include growth and reproduction.</li> </ul>	<p><b>Sex and relationship education:</b>  <b>Healthy relationships /</b>  <b>How a baby is made</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the changes that occur during puberty</li> <li>• to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact</li> <li>• what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships</li> <li>• about human reproduction in the context of the human lifecycle</li> <li>• how a baby is made and grows (conception and pregnancy)</li> <li>• about roles and responsibilities of carers and parents</li> <li>• to answer each other's questions about sex and relationships with confidence, where to find support and</li> </ul>	<p><b>Keeping safe and managing risk:</b>  <b>Keeping safe - out and about</b></p> <p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about feelings of being out and about in the local area with increasing independence</li> <li>• about recognising and responding to peer pressure</li> <li>• about the consequences of anti-social behaviour (including gangs and gang related behaviour)</li> </ul> <p>PHSE  Dside drug education how drugs affect us and related post workshop class work</p>

	<ul style="list-style-type: none"> <li>• That safe routines can stop the spread of viruses including HIV.</li> <li>• About the physical changes that take place at puberty, why they happen and how to manage them.</li> <li>• The many relationships in which they are involved.</li> <li>• How the media impact on forming attitudes.</li> <li>• About keeping safe when involved with risky activities.</li> <li>• The diversity of lifestyles.</li> <li>• The need for love and trust in valued relationships.</li> </ul>	<p>advice when they need it</p> <ul style="list-style-type: none"> <li>• that contraception can be used to stop a baby from being conceived</li> </ul>	
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## APPENDIX 2 Guidelines for running PHSE / SRE lessons

### Personal, Social, Health Education

Ground rules offer safety and security for children and teachers. A safe climate is ensured through the school rules and Circle Time rules are revised regularly. These rules for Foundation to Year 6 are as follows:

- We listen to each other (treat everyone with respect)
- We do not say or do anything that would hurt another person
- We do not use people's names within open forum

- We signal when we want to say something (take turns)
- We may say pass
- If a game involves touch we may sit and watch before making a decision to join in.

The classroom rules are negotiated at the beginning and throughout each school year between the teacher and children and form our work towards Investors in Pupils.

In addition to these rules, class teachers develop a set of rules for lessons and discussions related to Sex and Relationship and Drug Education. For example

### **Ground Rules and Distancing Techniques**

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct names of body parts will be used
- The meaning of words will be explained in a sensible and factual way.

Teachers are aware of their responsibility to minimise the chance of pupils making disclosures in the class by using ground rules, distancing techniques and other recognised methods. When working on sensitive issues, distancing techniques are used to avoid embarrassment and protect pupil's privacy.

Depersonalising discussion, using role play to 'act out' situations, appropriate videos, case studies with invented characters and visits to/from outside agencies all help pupils discuss sensitive issues that develop their decision-making skills in a safe environment. Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.

### **Dealing with Questions**

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teacher should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the Headteacher or Designated Safeguarding Officer should be informed and the usual child protection procedures followed



# Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

## Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching '**relationships and health education**' on GOV.UK.

## Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching '**relationships and health education**' on GOV.UK.



## Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



## Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department  
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

