RHSE and PHSE Policy

Date reviewed:	April 2025	
Approved by:	Board	April 2025
Next review due by:	September 2026	

Lincolnshire Gateway
Academies Trust

Introduction

At Waltham Gateway Academy, we understand the importance of Relationship Sex and Health Education (RSHE) in equipping young people with the knowledge and skills to make responsible and well -informed decisions in their lives. The teaching of RSHE can help us to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the Spiritual, Moral, Social (SMSC), Cultural, mental and physical development of pupils at school and in the wider society. We have an obligation to provide pupils with high quality, evidence based and age-appropriate teaching of these subjects

Our PSHE (personal, social, health and economic education) programme promotes the spiritual, moral, cultural, mental and physical development of our pupils, preparing them for the opportunities, responsibilities and experiences of modern life. We follow a programme of study developed from the PSHE Association's Primary Programme of Study, which is recommended by the Department for Education. Within PSHE, RSHE (relationships, sex and health education) will also be taught. RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, healthy lifestyles, diversity and personal identity.

1. Intent/aims

At our academy, the aim of both PSHE and RSHE is to provide pupils with:

- The qualities and attributes needed in order to thrive as individuals, members of a family and as members of society, both now and in the future;
- Strategies to manage issues that they may face in such rapidly changing and challenging times;
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-respect, empathy and self-growth;
- Opportunities to explore, clarify and, if necessary, challenge their own and others' values and beliefs;
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse, multicultural society;
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives;
- A framework in which sensitive discussions can take place;
- An opportunity to prepare for puberty and give them an understanding of sexual development and the importance of health and hygiene;
- The correct vocabulary to describe themselves and their bodies.
- Create a positive culture around sexuality and relationships

Our children will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the appropriate safeguarding policies.

Our RSHE programme of study helps to embed the academy ethos and values by developing a tolerant community for all our stakeholders where all pupils can thrive, feel safe and access the necessary learning to engage with the world around them.

2. **Statutory requirements**

From April 2021, in accordance with section 34 of the Children and Social Work Act 2017, relationship, sex and health education must be provided to all pupils. As a PSHE programme is already delivered across the school, this has been adjusted to meet the expectations of RSHE as specified by the Department of Education (see Appendices 1 and 2). The majority of relationship, health and sex education will be taught as part of the wider PSHE curriculum; however, there may be times when stand-alone sessions will be required.

As a primary school, we are not required to provide sex education other than the aspects mentioned within the programmes of study for science (see appendix 3); however, as part of their RSHE education, some additional, non-statutory content may be taught, which parents will have the right to withdraw from.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.
We also have regard to legal duties set out in:
- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Waltham Gateway Academy, we teach RSE as set out in this policy.

3. **RSHE Definition**

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of the Science curriculum and those related elements (the physical changes associated with puberty) within statutory Health Education.

4. **Right to withdraw**

Parents do not have the right to withdraw their child from Relationship Education, Health Education or the statutory science content set out in the National Curriculum (as specified in appendices 1,2 and 3). However, parents do have the right to withdraw their children from Sex Education beyond that which is covered in the National Curriculum for Science as outlined in Appendix 3.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Principal. The form can be found as a separate document on our website.

Alternative work will be given to those pupils who are withdraw from Sex Education lessons.

5. <u>Implementation</u>

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

At the heart of the PSHE and RSHE curriculum are three core themes: health and wellbeing, relationships and living in the wider world. Keeping this in mind, the underpinning core themes have been distributed between 6 smaller topic areas, which will be taught from Year 1 – Year 6.

<u>Topic areas:</u>

- Autumn 1 - Our community
- Autumn 2 - How to be a good friend
- Spring 1 - How do we stay safe and healthy?
- Spring 2 - The big, wide world
- Summer 1 – Changes
- Summer 2 - Changes

Although the curriculum coverage has been distributed between the above topics, in reality there is an extensive overlap between the themes. At our academy, we believe that it is vital to allow for a spiral programme of learning where prior learning is revisited, reinforced and extended in age-appropriate contexts. We also believe that it is important for children to make links between different areas of the PSHE and RSHE curriculum in order to fully equip and prepare them for their future. Where needed, the topics will be taught within context to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parents, LGBT parents, families headed by grandparents, adoptive parents, foster parent/carers) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me

- Caring friendships

- Respectful relationships

- Online relationships

- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

Inclusivity

We will teach about these topics in a manner that:
- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:
- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- o A whole-class setting
- o Small groups or targeted sessions
- o 1-to-1 discussions
- o Digital formats

- Give careful consideration to the level of differentiation needed

Use of resources

To support our teaching of the RSHE curriculum, we will be using 'Growing Up with Yasmine and Tom', which is an online resource accredited by the PSHE Association. Growing up with Yasmine and Tom allows children to grow with the characters as they develop through the key stages during primary school. With simple interactive activities and animations Yasmine and Tom are brought to life. Children learn about friendships, bullying, online and offline safety, hygiene, development, menstruation, wet dreams and the onset of puberty. All important lessons especially as they start their final year transition to secondary school. All lessons are in line with the national curriculum covering Key Stages 1 and 2; age 5-11 years and meet the Department for Education guidelines for Relationships Education. (For an overview of lessons taught, see Appendix 6).

Throughout the delivery of PSHE and RSE pupils will access information from Kapow Primary. The sequencing of lessons corresponds to the suggested format of the PSHE organisation. This tool also allows mapping of all statutory guidance and development of the intent, implementation and impact of the curriculum. Kapow Primary develops various aspects of children's knowledge and skill including; valuing different family structures, creating and maintaining positive friendships, understanding the changes that take place during puberty, making independent choices and to not be negatively influenced by others and operating safely in a digital world.

We will consider whether any resources we plan to use:
- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6. <u>Organisation/provision</u>

PSHE and RSHE will be delivered in a variety of ways and across a range of curriculum areas. Each class will have dedicated curriculum time in which PSHE and RSHE will be taught, using the long-term plan and scheme of work developed from the PSHE Association's Primary Toolkit. Staff may also draw upon resources from different sources in order to support the teaching and learning of PSHE and RSHE.

While dedicated PSHE and RSHE time is provided each week, it is also important to note that content may also be covered in other areas of the curriculum, such as: science, religious education, computer science and PE.

Furthermore, PSHE and RSHE will also be developed through whole-school activities and events. Examples include:

- The school council
- Anti-bullying week
- Children's Mental Health week
- Additional themed days/weeks
- Circle time
- Reflection time
- Themed assemblies
- After school clubs
- Visiting speakers
- Residential visits in Y6

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment.

7. Foundation Stage

In the Foundation Stage, PSHE is taught as an integral part of the topic work covered during the year. We relate the PSHE aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development. This is also supported through other areas of learning such as Physical, Knowledge and Understanding and Communication, Language and Literacy. Children in Foundation Stage 1 are placed in pastoral groups and attached to a key adult. Daily pastoral group activities always have many PSHE elements incorporated into them. (For EYFS Ages and Stages See Appendix 7).

8. Teaching PSHE and RSHE to children with special needs.

All pupils, regardless of their needs must be part of PSHE and RSHE as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children. When teaching PSHE and RSHE we will consider Education Health and Care Plans (EHCP) and other individuals targets set for pupils. For those children who are working well above age-related expectations, we will provide additional opportunities to take responsibility, develop leaderships skills, think creatively and use their skills in different ways.

9. Equality and Diversity

At our academy, RSHE, health education and relationship education is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our provision, in accordance with the Equality Act 2010.

10. Safeguarding

There will always be sensitive or controversial issues discussed in RSHE. Children will need to feel safe and secure in the environment in which RSHE takes place. Effective RSHE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Where a teacher has any concerns, they are required to follow the school's safeguarding policy and immediately inform the designated senior member of staff responsible.

11. Assessment and recording

At our academy, the children will be assessed in a variety of different ways. Pupils have a book in which some work will be recorded over the course of the year; however, it is important to note that PSHE and RSHE are inextricably linked with everyday life so there will also be many informal opportunities to make assessments. In addition, given the nature of the subject, a substantial amount of learning will happen through talking, discussions, role play, drama, group work, assemblies and circle time etc. Any work which is recorded in books will be marked in accordance with the school's marking policy.

There will be two broad areas for assessment. One being the skills and knowledge that the children gain and what they are able to share about topics that they have learned about. The other area of assessment will focus on personal development and how these skills are developing. At our academy, we feel that personal development is vital for our children so each half term every class will focus on an area/two areas of personal development to improve upon.

12. Roles and responsibilities

12.1 The Governing Board.

The Governing Board will approve the PSHE and RSHE policy, and hold the Principal to account for its implementation.

12.2 The Principal

The overall implementation of this policy
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parent are fully informed of this policy.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSHE curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum

12.3 The Curriculum Leader

- Overseeing the delivery of RSHE.
- Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSHE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSHE as part of the careers and personal development curriculum, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.

- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSHE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the stakeholders
- Reviewing all requests to withdraw pupils from non-statutory elements of the RSHE programme.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.

12.4 <u>The Class Teacher</u>

- Acting in accordance with, and promoting, this policy
- Delivering RSHE in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSHE.
- Liaising with the SENDCO about identifying and responding to the individual needs of pupils with SEND.
- Liaising with the careers and personal development curriculum leader about key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSHE.
- Reporting any concerns regarding the teaching of RSHE education to the curriculum leader of careers and personal development, or a member of the SLT
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the Designated Safeguarding Lead.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSHE, by providing them with alternative education opportunities.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Principal.

12.5   <u>The Pupils</u>

Pupils are expected to engage fully in PSHE and RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

13 <u>Monitoring and review</u>

The delivery of RSE is monitored by the PSHE co-ordinator and SLT through:
- Planning scrutinies
- Learning walks
- Formal observations
- Floor book monitoring
- Discussion with pupils

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
This policy will be reviewed by the Senior Leadership of the Academy annually. At every review, the policy will be approved by the governing board and Principal.

14 <u>Policy Development</u>

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of the Senior Leadership team pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their RSE through class discussion and idea gathering during our PSHE lessons

5. Ratification – once amendments were made, the policy was shared with governors and ratified

15 <u>Training</u>

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher, where appropriate, will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

16 <u>External organisations and materials</u>

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Appendix 1 – Relationships education content. What pupils should know by the end of primary school.
Appendix 2 – Health education content. What pupils should know by the end of primary school.
Appendix 3 – Statutory Science content
Appendix 4 – Right to withdraw
Appendix 5 – KS1 & 2 PSHE Long-term overview
Appendix 6 – Overview of Module Content for Growing Up with Yasmine and Tom
Appendix 7 – EYFS information

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Appendix 1

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Relationship education content (statutory)
What pupils should know by the end of primary School

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Families and people who care for me	• That families are important for children growing up because they can give love, security and stability.
	• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
	• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
	• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
	• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
	• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends.
	• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
	• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
	• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
	• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
	• Practical steps they can take in a range of different contexts to improve or support respectful relationships.
	• The conventions of courtesy and manners.

	• The importance of self-respect and how this links to their own happiness.
	• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
	• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
	• What a stereotype is, and how stereotypes can be unfair, negative or destructive.
	• The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not.
	• That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
	• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
	• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
	• How information and data is shared and used online.
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
	• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
	• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
	• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
	• How to recognise and report feelings of being unsafe or feeling bad about any adult.
	• How to ask for advice or help for themselves or others, and to keep trying until they are heard.
	• How to report concerns or abuse, and the vocabulary and confidence needed to do so.
	• Where to get advice e.g. family, school and/or other sources.

Health education content (statutory)
What pupils should know by the end of primary school

Mental wellbeing	• That mental wellbeing is a normal part of daily life, in the same way as physical health.
	• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
	• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
	• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
	• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
	• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
	• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
	• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
	• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
	• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	• That for most people the internet is an integral part of life and has many benefits.
	• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
	• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
	• Why social media, some computer games and online gaming, for example, are age restricted.
	• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

	• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
	• Where and how to report concerns and get support with issues online.
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle.
	• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
	• The risks associated with an inactive lifestyle (including obesity).
	• How and when to seek support including which adults to speak to in school if they are worried about their health
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content).
	• The principles of planning and preparing a range of healthy meals.
	• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
	• 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, viruses, how they are spread and treated, and the importance of handwashing.
	• The facts and science relating to allergies, immunisation and vaccination.
Basic first aid	• How to make a clear and efficient call to emergency services if necessary.
	• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
	• About menstrual wellbeing including the key facts about the menstrual cycle.

Statutory Science content by Year Group

Year 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.
Year 2	Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Year 3	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Year 4	Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.
Year 5	Describe the changes as humans develop to old age.
Year 6	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported.

Sex Education - Right to withdraw

TO BE COMPLETED BY PARENTS			
Name of Child		**Class**	
Name of Parent		**Date**	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

Please return to the Principal.

TO BE COMPLETED BY THE SCHOOL
Agreed actions from discussion with parents

KS1 & 2 PSHE Long-term overview

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW — THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Overview of lesson covered by Growing Up with Yasmine and Tom resource

Module one (Key stage 1)
Introducing Yasmine and Tom
Friendships and feelings
Different families
My brilliant body
Keeping clean and taking care of myself
Naming body parts
Keeping safe

Module two (Lower key stage 2)
Introducing Yasmine and Tom
Gender stereotypes and aspirations
Me, myself and I
What makes a good friend?
Families and getting on with our families
My personal and private body parts and keeping safe
Body care
Is it risky?
People who can help us on and offline

Module 3 (Upper key stage 2)
Introducing Yasmine and Tom
On and offline friendships
Friendships and secrets
Friendships and pressure
Keeping safe – safe and unsafe touch
Keeping safe – online images
Changes at puberty
Periods (menstruation)
Wet dreams and masturbation
Making babies – sexual intercourse
Making babies – assisted fertility and multiple births
Marking babies – pregnancy and birth
Identity and prejudice
Equality and the law
Getting help

EYFS Statutory Framework

Communication and language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.