Relationships, Health and Sex Education Policy

Approval Level:	Governing Body
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Contents

At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:

Integrity   We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour.

Responsibility   We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements.

Inclusion   We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style.

Enjoyment   Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved.

Inspiration   Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full.

Learning   Children and adults will flourish in their learning and through learning discover a future that is worth pursuing.

Leadership   REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual.

1. Overarching Principles

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

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

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils.

This policy sets out the framework for our relationships, sex and health education curriculum, providing clarity on how it is informed, organised and delivered.

2. National Guidance and Statutory Requirements

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

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2021) Keeping children safe in education

This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Positive Behaviour Policy
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy

3. Roles and Responsibilities

The Governing Body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.

- Ensuring the curriculum is well led, effectively managed and well planned.

- Evaluating the quality of provision through regular and effective self-evaluation.

- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.

- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.

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

The Head Teacher is responsible for:

- The overall implementation of this policy.

- Ensuring staff are suitably trained to deliver the subjects.

- Ensuring parents are fully informed of this policy.

- Reviewing requests from parents to withdraw their children from the subjects.

- Discussing requests for withdrawal with parents.

- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.

- Report to the Governing Board on the effectiveness of this policy.

- Reviewing this policy on an annual basis.

The Relationships, Sex and Health Education subject leader is responsible for:

- Overseeing the delivery of the subjects.

- Ensuring the subjects are age-appropriate and high-quality.

- Ensuring teachers are provided with adequate resources to support teaching of the subjects.

- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.

- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.

- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.

- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Head Teacher.

All teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.

- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.

- Ensure they do not express personal views or beliefs when delivering the programme.

- Modelling positive attitudes to relationships, sex and health education.

- Responding to any safeguarding concerns in line with the Safeguarding and Child Protection Policy.

- Acting in accordance with planning, monitoring and assessment requirements for the subjects.

- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.

- Working with the Relationships, Sex and Health Education subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.

- Advising staff on the use of Learning Support Assistants in order to meet pupils' individual needs.

4. Organisation of the Curriculum

Every primary school is required to delivery statutory relations education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

For the purpose of this policy:

- 'Relationships and sex education' are defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

- 'Health education' is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The relationships and health curriculum considers the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs. For example, if there were to be a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Focus groups
- Meetings
- Training sessions
- Newsletters and letters

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

- Organising a meeting with the headteacher
- Emailing office@martleshamacademy.org
- Submitting written feedback via the School Office

5. Consultation with Parents and Carers

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum. The school works closely with parents by establishing open communication. All parents are consulted in the development and delivery of the curriculum, as outlined in this policy.

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum.
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group.
- The legalities surrounding withdrawing their child from the subjects.
- The resources that will be used to support the curriculum.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents are consulted in the review of the curriculum and this policy and are encouraged to provide their views at any time.

6. Relationships Education Overview

Relationships Education: by the end of primary school, pupils should know:	
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 the friendship is repaired or even strengthened, and that resorting to violence is never right.
	• How to recognise who to trust and who not to trust.
	• How to judge when a friendship is making them feel unhappy or uncomfortable.
	• How to manage conflict.
	• How to manage different situations and how to seek help 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.
	• Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
	• The conventions of courtesy and manners.
	• The importance of self-respect and how this links to their own happiness.
	• That in school and 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 they can be unfair, negative or destructive.
	• The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships	• That people sometimes behave differently online, including 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 harmful content and contact online, and how to report these. • How to critically consider their online friendships and sources of information. • The risks associated with people they have never met. • How information and data is shared and used online.
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others, including in a digital context. • About the concept of privacy and the implications of it for both children and adults. • That it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter, including online, who they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves 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 seek advice, for example, from their family, their school and other sources.

The school is free to determine, within the statutory curriculum content outlined above, what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. A progressive curriculum is planned, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

7. Health Education Overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Health Education: by the end of primary school, pupils should know:	
Mental wellbeing	• That mental wellbeing is a normal part of daily life, in the same way as physical health.
	• That there is a normal range of emotions e.g. happiness, sadness, anger, fear, surprise, nervousness.
	• The 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, and voluntary and service-based activity on mental wellbeing and happiness.
	• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

	• How isolation and loneliness can affect children, and that it is very they seek support and discuss their feelings with an adult.
	• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
	• Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
	• That it is common for people to experience mental ill health and, 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.
	• The impact of positive and negative content online on their own and others' mental and physical wellbeing.
	• How to consider the effect of their online actions on others.
	• How to recognise and display respectful behaviour online.
	• The importance of keeping personal information private.
	• Why some social media, some computer games and online gaming are age restricted.
	• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
	• How to be a discerning consumer of information online, including understanding that information, 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 obesity and other behaviours e.g. the impact of alcohol on 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 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.

The school is free to determine, within the statutory curriculum content outlined above, what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. A progressive curriculum is planned, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

8. Sex Education

Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the Department of Education recommends that all primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

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

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we teach pupils sex education beyond what is required of the science curriculum.

Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with this policy. Parents are given the opportunity to advise on what should be taught through sex education.

The age and development of pupils is always considered when delivering sex education.

9. Curriculum Delivery

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

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

- Core knowledge is sectioned into units of manageable size.

- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.

- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

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

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

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

At the point we consider it appropriate to teach pupils about sexual relationships, we will ensure that LGBTQ+ content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning.

Teachers will establish what is appropriate for one-to-one and whole class settings and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

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

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

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Safeguarding and Child Protection Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

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

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

- Tests
- Written assignments
- Group presentations
- Group tasks
- Projects

10. Working with External Experts

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.

- Ensure the expert's credentials are checked before they can participate in delivery of the curriculum.

- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.

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

11. Equality and Accessibility

We understand our responsibilities in relation to the Equality Act 2010; specifically, that we must not unlawfully discriminate against any person because of their protected characteristics. These include:

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

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs, such as those with social, emotional or mental health needs, are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

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

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence of sexual harassment.

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

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

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

12. Curriculum Links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships, sex and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

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

13. The Right to be Withdrawn

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

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

The Head Teacher will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the Head Teacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Head Teacher will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The Head Teacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the Head Teacher's decision.

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

14. Behaviour

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

Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Positive Behaviour Policy and Anti-Bullying Policy.

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

15. Staff Training

All staff members at the school will undergo training on a regular basis to ensure they are up to date with the relationship, sex and health education programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training on a regular basis, led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

16. Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. They will, however alert the Designated Safeguarding Lead about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the Designated Safeguarding Lead and handled in accordance with the Safeguarding and Child Protection Policy.

17. Monitoring Quality

The relationships, sex and health education subject leader are responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The relationships, sex and health education subject leader will create annual subject reports for the Head Teacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the Head Teacher and RSE link governor, e.g. through review meetings, to evaluate the effectiveness of the subjects and implement any changes.

Appendix 1: Primary PSHE Progression Map

EYFS	Relationships Education	Physical Health and Mental Well Being
Statutory Guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education	*By the end of Primary children should know:* *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.* *7. how important friendships are in making us feel happy and secure, and how people choose and make friends.* *8. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.* *9. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.* *10. 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.* *11. 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.* *12. 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.* *13. practical steps they can take in a range of different contexts to improve or support respectful relationships.*	*By the end of Primary children should know:* *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.* *11. that for most people the internet is an integral part of life and has many benefits.* *12. 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.* *13. 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.* *14. why social media, some computer games and online gaming, for example, are age restricted.* *15. 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.* *16. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.*

14. the conventions of courtesy and manners.
15. the importance of self-respect and how this links to their own happiness.
16. 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.
17. 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.
18. what a stereotype is, and how stereotypes can be unfair, negative or destructive.
19. the importance of permission-seeking and giving in relationships with friends, peers and adults.
20. that people sometimes behave differently online, including by pretending to be someone they are not.
21. 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.
22. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
23. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
24. how information and data is shared and used online.
25. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
26. 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.
27. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
28. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
29. how to recognise and report feelings of being unsafe or feeling bad about any adult.
30. how to ask for advice or help for themselves or others, and to keep trying until they are heard.
31. how to report concerns or abuse, and the vocabulary and confidence needed to do so.
32. where to get advice e.g. family, school and/or other sources.

17. where and how to report concerns and get support with issues online.
18. the characteristics and mental and physical benefits of an active lifestyle.
19. 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.
20. the risks associated with an inactive lifestyle (including obesity).
21. how and when to seek support including which adults to speak to in school if they are worried about their health.
22. what constitutes a healthy diet (including understanding calories and other nutritional content).
23. the principles of planning and preparing a range of healthy meals
24. 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).
25. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
26. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
27. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
28. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
29. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
30. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
31. the facts and science relating to allergies, immunisation and vaccination.
32. how to make a clear and efficient call to emergency services if necessary.
33. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
34. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
35. about menstrual wellbeing including the key facts about the menstrual cycle.

Certain statements are * to indicate that the school should consult with parents/carers and the wider community before they teach them. Below are the statutory statements that provide further information for your reference:

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

Many schools build a good relationship with parents on these subjects over time – for example by inviting parents into school to discuss what will be taught, address any concerns and help support parents in managing conversations with their children on these issues. This can be an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe. It is important through such processes to reach out to all parents, recognising that a range of approaches may be needed for doing so.

Many schools will have existing mechanisms in place to engage parents and should continue to draw on these as they respond to the new legal framework.

Statements highlighted are non-statutory

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Thinking Skills		Share views respectfully.	Show that they are actively listening and responding.	Identify big ideas in a stimulus and ask questions related to these.	Empathise with how others are feeling/ thinking about something.	Show appreciation for the comments of others i.e. that is a really good point/that has made me think about…	Show an interest in the progress of an enquiry.
		Give reasons for ideas with evidence/ examples.	Suggest what might happen if…	Support and build on the ideas of others.	Encourage others to join in discussions.	Question peers to support progress in an enquiry.	Show that they have extended their thinking beyond the PSHE session.
		Agree and disagree respectfully.	Demonstrate how to build on others' ideas.	Keep focussed on the matter at hand.	Draw upon evidence and own experiences.	Evaluate own evidence offered and that offered by others i.e. I think that example is…	Evaluate a range of reasoned conclusions.
		Connect an idea to another idea.	Be an effective member in small group tasks.	Explain how ideas are linked.	Suggest reasoned conclusions.		Identify assumptions and evaluate their impact.
			Suggest different possibilities/ideas.	Explore a range of different possibilities.	Show a willingness to illustrate the ideas of others with own experiences.	Air feelings in a way that supports the enquiry.	Summarise the progress of an enquiry.
					Identify associated concepts and explain their relevance and connections.	Encourage others to contribute to an enquiry.	Suggest ways in which an enquiry might move to make progress.
						Evaluate in some detail the range of possibilities.	Suggest and explain new and novel ideas that build on the ideas of others.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing		How specific rules and restrictions help them to keep safe. Who helps them to stay healthy and what that means (e.g. parent, dentist, doctor). That things people put into or onto their bodies can affect how they feel. How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy. Why hygiene is important and how simple routines can stop germs from being passed on. What they can do to take care of their personal hygiene on a daily basis, e.g. brushing teeth and hair, hand washing. That people have different roles within the community to help them (and	How specific rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online). How to recognise and identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them these situations. How to recognise and resist pressure to do something that makes them feel unsafe or uncomfortable. Recognise that not everything they see online is true or trustworthy. Recognise whether something is unsafe, scaring them or they are worried about it and how to tell a trusted adult.	How to recognise hazards that could cause themselves (or others) harm and how to reduce them. Understand how equipment and clothing can help keep you protected and safe. That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable. How to recognise and resist pressure to do something that makes them feel unsafe or uncomfortable (including online). How everyday health and hygiene rules and routines help people stay safe and healthy. How to react and respond if there is an accident and how to deal with minor injuries e.g. bites and stings. What to do in an emergency, including calling for help and speaking to the	How to recognise personal qualities and individuality. Understand how their personal attributes and achievements contribute to their self-esteem and feeling of self-worth. How everyday things can affect feelings and how they change over time and can be experienced at different levels of intensity. The importance of expressing feelings and how to respond proportionately as well as manage them in different circumstances. How to managing feelings at times of loss, grief and change. How and where to access advice and support to help manage their own or others' feeling. About puberty and how bodies change during puberty. including menstruation, hygiene	To recognise and respect similarities and differences between people and there are a range of factors that contribute to a person's identity. How individuality and personal qualities make up someone's identity (including gender identity). Understand stereotypes, including those in relation to protective characteristics, and how they are not always accurate, and can negatively influence behaviours and attitudes towards others. How to challenge stereotypes and assumptions about others. How to carry out basic first aid and that if someone has experienced a head injury, they should not be moved. When it is appropriate to use first aid and the importance of seeking adult help.	Understand the links between mental and physical health. How wellbeing can be supported by positive friendships and involvement in clubs and community groups. How to make choices that support a healthy, balanced lifestyle including calories content and nutrition. That drugs can affect health and how to manage situations involving them. How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school. That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on. Health problems can become worse if not addressed early on and that anyone can experience them.

others) keep safe - the jobs they do and how they help people.

Recognise and have an understanding of who can help them in different places and situations; how to attract someone's attention or ask for help; what to say.

How to respond safely and appropriately to adults they don't know.

Understand the importance of asking for support and to keep trying until they are heard if they feel unsafe or worried for themselves or others.

How to raise the alarm if there is an accident and someone is hurt, including dialling 999 and what to say.

Recognise that different things are needed to keep the body healthy e.g. food and drink, physical activity, sleep and rest.

Recognise that eating and drinking too much sugar can affect their health, including dental health.

To understand how to be physically active and how much sleep they should be getting every day.

Recognise the need to limit screen-time and that we can learn and play in a variety of different ways.

emergency services.

Understand what constitutes a healthy balanced diet,

How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist,

Recognise how not eating a balanced diet can negatively affect health and why people choose to eat what they do,

Understand that regular physical activity benefits bodies and feelings and that a lack of activity can affect health and wellbeing.

How to be active on a daily and weekly basis and how to make physical activity choices to support this - how to balance time online with other activities.

How lack of sleep can affect the body and mood and simple routines that support good quality sleep.

routines, emotions and feelings.

How to ask for advice and support about growing and changing and puberty.

How to recognise, predict, assess and manage risk in different situations including the local environment and less familiar locations.

Understand that you can be influenced by peers' behaviour and by a desire for peer approval.

How individuality and personal qualities make up someone's identity.

How to set goals for themselves as well as manage set-backs, learn from their mistakes and reframe unhelpful thinking.

Understand that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.

Importance of remaining calm during an emergency and providing clear information.

How drugs common to everyday life can affect health and wellbeing.

That some drugs are legal and other drugs are illegal and the laws surrounding them are designed to protect us.

Why people choose to use drugs, how the use of them can become a habit and how the risks associated with them can be prevented.

How to ask for help from a trusted adult if they have any worries or concerns about drugs.

How people's online actions can impact on other people how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online and how to report concerns.

Mental health difficulties can usually be resolved or managed with the right strategies and support.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships		What they like/dislike and are good at. What makes them special, their personal features or qualities and how everyone has different strengths and qualities unique to them. What children have in common and how they are similar or different to others. To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private*. That family is one of the groups they belong to, as well as, for example, school, friends, clubs. That there are different people in the family they belong to. How their family members, or people they feel are special, act to make them	Know how to make friends and recognise when they feel lonely and what they could do about it. Know what friendly behaviour is and what makes you a good friend. Know how to resolve arguments that can occur in friendships as well as how to ask for help if particular friendships are making them unhappy. How their actions can affect people's feelings. How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe. Why calling others names, teasing, bullying and excluding children deliberately is unacceptable and how to respond if	Understand how wellbeing can be supported by friendships and the importance of seeking support if you are feeling lonely or excluded. Learn strategies to include children that are feeling lonely and excluded as well as how to spot those that are. How to build healthy friendships and identify qualities that contribute to positive friendships. Recognise that sometimes friendships have difficulties and identify how to manage problems or arguments and resolve problems or differences of opinion. How to recognise and get support if a friendship is making you feel unhappy, unhealthy or unsafe. That families don't all have the same structure*.	Recognise how people's behaviour affects themselves and others, including online. How to be polite and courteous in different situations and recognise the respectful behaviour they should receive in return. About the relationship between rights and responsibilities. That people have the right to privacy and how to recognise when a confidence or secret should or should not be kept (shared with a trusted adult). That everyone should feel included, respected and be aware of the process of stereotyping; how to respond if they witness or experience exclusion, disrespect or discrimination. How to recognise and respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) –	To know about the different types of relationships people have in their lives. How friends and family communicate with each other and how the internet and social media can be used positively. Knowing the difference between contact with someone online and face-to-face. How to recognise risk in relation to friendships and keeping safe. Understand the key stages to the human life cycle including menstruation, ejaculation, emotions and feelings. How to recognise and ask for help or advice if puberty worries me.	That people have different kinds of relationships in their lives, including romantic or intimate relationships*. That people who are attracted to and love each other can be of any gender, ethnicity or faith*. That adults can choose to be part of a committed relationship or not, including marriage or civil partnership. Understand that marriage is a choice and should be wanted equally by both people and that forcing someone to marry against their will is a crime*. How puberty relates to growing from childhood to adulthood. About the reproductive organs and process - how babies are conceived and born and how they need to be cared for*. How growing up and becoming more independent comes with increased

feel loved and cared for.

Understand what makes families the same and what makes them different, e.g. features of family life, including what families do / enjoy together,

That it is important to tell someone (such as a trusted adult in school) if something about their family makes them feel unhappy or worried.

this happens in different situations.

How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.

That positive family life often includes shared experiences, e.g. celebrations, special days or holidays.

How people within families should care for each other and the different ways they demonstrate this.

How to recognise and ask for help or advice if family relationships are making them feel unhappy, worried or unsafe.

how to report concern.

opportunities and responsibilities.

That friendships may change as they grow and how to manage this.

How to manage changes such as: including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living in the Wider World		What money is, how it is obtained and that is comes in multiple forms.	The importance of having a job to help people earn money to pay for things they need and want.	That they belong to different groups and communities outside of your immediate family.	How there is a collective responsibility to help protect the world around us.	What influences peoples' decisions when spending or saving money and how people keep track of their money.	How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions.
		How to make choices about spending money, saving money and how to keep it safe.	How people have different skills and interests that enable them to do different jobs.	What makes a community diverse; how the local/wider community around the school is made up of different groups.	How the environment can be effected by the everyday choices that we make, including what we choose to buy or spend money on.	To recognise that there are risks inherent in gambling, the impact that these can have and why people still do it.	That not everything should be shared online or social media and that there are rules about this, including the distribution of images.
		The difference between what we need and what we want.	About a variety of different jobs, including those done by people they know or people who work in their community.	How recognising and valuing the contributions of others helps everyone within the community feel included.	The skills and vocabulary needed to share their thoughts, ideas and opinions in discussion about topical issues.	Understanding the different choices and options people have to pay for things.	That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions.
		How behaviour, both kind and unkind, can affect others; how to be polite and courteous; how to play and work co-operatively.	How the internet and digital devices helps people do their jobs and carry out their everyday lives.	How to be respectful towards people who live different lives than they do.	How to show care and concern for both people and animals.	How to understand whether things are value for money and what this means to different people.	How text and images can be manipulated or invented as well as strategies to recognise this.
		That they have responsibilities both in and out of the classroom.				That money can be won, lost or stolen and that money can affect people's feelings and emotions.	To evaluate the reliability of how different types of online content and media.
		That both people and animals need to be cared for.				There are a broad range of different jobs and people often have more than one during their careers and over their lifetime.	To recognise and respond to unsafe or suspicious content online.
		That they and others can help care for the environment and what can harm it both locally and globally.				There are skills, attributes, qualifications and training needed for different jobs	How information is tailored to meet the interests of individuals and groups, and how it

and some are paid more than others (including unpaid voluntary work).

People's choice of a career/job is influenced by interests, skills and pay and there are different ways into them such college, apprentices and university.

How to question and challenge stereotypes about the types of jobs people can do.

can be used to influence them.

How to recognise whether content they view online is age appropriate and make decision based on this.

How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue.