

Sneinton St Stephen's CE Primary School



Relationships and Health Education Policy 2023 - 24

Sneinton St Stephen's CE Primary School
Relationships and Health Education Policy

Introduction

This policy has been written in accordance with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy contains information on how our school will meet its legal duties with which schools must comply when teaching Relationships Education and Health Education.

The Relationships Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

For the purpose of this policy, **“relationships and sex education”** is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

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.

Development of the Policy

This policy has been developed by working in Partnership with schools in Transform Trust. A core focus of this partnership was seeking and gaining the views of local religious and community groups, ensuring representation of the protected characteristics of the Equality Act 2010.

Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships 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 and consultation occurs each time there is a significant change to the curriculum.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships 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, where possible, 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 will be informed annually about the content of the Relationships and Health Education taught in each year group. Parents will be invited to discuss the content with the class teacher. In addition, parents will be consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

Curriculum Content

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

Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to

- Families and people who care about me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

See table below for the content laid out in the DfE Guidance:

Families	• 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 Relationships	• 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

	• 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

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

See table below for the content laid out in the DfE Guidance:

Mental wellbeing	• Mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • 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	• 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. • 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.
Health 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.

Delivery

Relationships and Health Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum, science curriculum, Physical Education (PE), computing and some aspects are included in religious education (RE).

Pupils will mainly be taught in their class groups. Single gender lessons will be used as deemed appropriate by the school. It is important to note that separated groups may have different activities the messages and information they receive will be consistent. It is important that children learn about all changes not just their own.

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, at Sneinton we use the Jigsaw Scheme of Work (see appendix 2)
- 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.

In addition, teachers will:

- Deliver a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements, following the Jigsaw Scheme of Work
- Use 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.
- Model positive attitudes to relationships and health education.
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

Questions

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use that skill and discretion in these situations and refer to Relationships and Health Education Lead.

Teachers will apply the following principles:

- Clear ground rules will be established and set out for each session

- Pupil questions will be encouraged and opportunities to ask questions openly and in private i.e. post it notes will be provided
- Clarity about the topics being taught will be shared with pupils
- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later.
- Individual questions may be answered by the teacher at the end of the session.
- Some questions may be referred to the child's parents to provide an answer, in these circumstances the class teacher will make contact.

All staff members at the school will undergo training on a yearly basis to ensure they are up-to-date with the relationship and health education programme and associated issues.

Members of staff responsible for teaching the subjects will undergo further training 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, which may need to be addressed in relation to the programme.

Equality and accessibility

The school creates a safe environment where all staff and children are respected and free to express their beliefs and opinions without fear of discrimination. Moreover, the school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- 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 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.

The curriculum will be taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include a mum and a dad, blended families (step/half siblings) single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, which set out expectations of pupils.

Sex education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how the human body 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 through our Jigsaw PSHE scheme of work.

Parents' right to withdraw

Parents **do not** have the right to withdraw their children from relationships education or the programme of study as part of the requirements of the science curriculum. The school will continue to teach the science curriculum as set out in the National Curriculum. Parents do have the right to withdraw their children from sex education that is outside of the requirements of the science curriculum and will receive details ahead of any teaching of this content, giving them the option to withdraw via a written form (see appendix 5).

Monitoring and review

This policy will be reviewed on an annual basis by the *relationships health education subject lead* and Headteacher. The next scheduled review date for this policy is **Sept 2024**.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

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

Policy date: Sept 2023

Agreed by Governors:

Review Date: Sept 2024

Appendix 1 Relationships and Health Education Statutory Content, suggested Resources

Families

Statutory Content	Books and activities to support teaching
- 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	EYFS (Not Statutory) My Mum/ My Dad – Anthony Browne Owl Babies – Martin Waddell Monkey Puzzle – Julia Donaldson Peace at last – Jill Murphy Stick Man – Julia Donaldson Children to share photos of their family members
	Key Stage One (Y1&2) Family Book – Todd Parr Same, Same but different by Jenny Sue Kosteci-Shaw Guess How Much I Love You by Sam McBratney The great big book of families by Mark Hoffman and Ros Asquith One family by George Shannon The smeds and the smoos by Julia Donaldson Families, families, families! By Suzanne Lang and Max Lang Create a family portrait
	Lower Key Stage 2 (Y3&4) Family Poster by Elise Gravel Create a family tree Activity Gorilla by Anthony Browne
	Upper Key Stage 2 (Y5&6) Family Poster by Elise Gravel A range of images of diverse adult couples (Google Search) Explore reasons why people get married

Caring Relationships

Statutory Content	Books and activities to support teaching
• 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	EYFS (Not Statutory) Bob's blue period – Marion Denchars The Gingerbread Man Feelings fans- happy, sad, lonely. Circle games- pass a smile, roll a ball to someone and say their name- ensuring everyone in the circle has a turn BBC Friendship Video Trust- Little Red Riding Hood and the Big Bad Wolf
	Key Stage One (Y1&2) BBC Video where two children discuss their friendships- Children's discussions about their own friendships. Creating own class resource- What makes a good friend- list ingredients. BBC Video to start Circle games e.g 'The Space on my right is free, I would like ____ to sit next to me' (ensuring everyone gets a turn). 'I think a friend is someone who...' SEAL Peaceful Problem Solving Poster and Feelings Detective Poster Trust- The Gingerbread Man (Who should not have been trusted?) Discussion- Who can you go to in school if you are experiencing problems with friendships? Perfectly Norman by Tom Percival Julian loves mermaids by Jessica Love Giving advice on how to be a caring friend.
	Lower Key Stage 2 (Y3&4) THE BFG- Sophie's friendship with the giant (trust). Creating a recipe for a friend using a bank of words (ingredients and method). Problem solving scenarios e.g. SEAL resources BBC Starting point video- SEAL Peaceful Problem Solving Poster and Feelings Detective Poster Trust- The Fox and the Crow (Aesop's Fable) Discussion- Who can you go to in school if you are experiencing problems with friendships? Morris Micklewhite & The Tangerine Dress by Christine Baldaccino The squirrels who squabbled by Rachel Bright
	Upper Key Stage 2 (Y5&6) Class discussion on appropriate relationships between children in year 5 & 6? Problem solving scenarios – could include drama Trust- Wolf in Sheep's Clothing (Aesop's Fable) Discussion- Who can you go to in school if you are experiencing problems with friendships Given scenarios – caring or not caring and why? Sleepovers by Jacqueline Wilson

Respectful Relationships

Statutory Content	Books and activities to support teaching
• 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	EYFS (Not Statutory) The Rainbow fish – Marcus Pfister Tidy Titch – Pat Hutchins Learning the names of our new friends Respecting one another and the classroom provision Using manners at lunchtime and around school Anti-Bullying Alliance- Resources for Anti-Bullying Week Ways to Look after yourself- washing hands, eating your lunch and doing things that make you happy Permission seeking – rules for playing games, asking adults for permission e.g. to go out of the classroom and why it is important (fire, safety)
	Key Stage One (Y1&2) Same similar different activity (p66 PSHE Matters) ‘It’s okay to be different’ Todd Parr Elmer Rainbow Fish Anti-Bullying Alliance- Resources for Anti-Bullying Week Thought shower for classroom – What are good manners? Stereotypes- Amazing Grace stories by Mary Hoffman Respecting Ourselves- How do we do it? Explore question in groups. Permission seeking- rules for playing games and asking people what they are ‘comfortable’ with- link to being assertive and being able to say ‘no’ with confidence)- asking adults for permission and the possible consequences of not doing so.
	Lower Key Stage 2 (Y3&4) Elmer Rainbow Fish Anti-Bullying Alliance- Resources for Anti-Bullying Week Stereotypes- matching descriptions of people to jobs and discussing choices. Respecting ourselves- Make posters to encourage people to respect themselves and others. Permission seeking- rules for co-operation and asking people what they are ‘comfortable’ with- link to being assertive and being able to say ‘no’ with confidence- scenarios with ‘Should you ask for permission?’ SEAL- Be Assertive Poster
	Upper Key Stage 2 (Y5&6) The Linking Network and Identity pack and resources Explore language around protected characteristics such as lesbian, gay, heterosexual, transgendered, disability, race, religion, culture, gender, Wonder –R.J Palacio (Resource Pack) Anti-Bullying Alliance- Resources for Anti-Bullying Week Creating poems about respecting themselves and others. Explore quotes about respect- Which one is your favourite and why? Permission seeking- Why is important to ask people for permission if it something that involves them? Discuss and link to technology! Stereotypes- exploring different types of stereotypes and the effects they can have on people SEAL- Be Assertive Poster

Online Relationships

Statutory Content	Books and activities to support teaching
• 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 • 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	EYFS (Not Statutory) Pumpkin Soup – Helen Cooper The Rainbow fish – Marcus Pfister Project evolve toolkit www.projectevolve.co.uk/toolkit Think u know www.thinkuknow.co.uk https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/ 4-5 (video about watching videos) Safer Internet Day- annually resources
	Key Stage One (Y1&2) Project evolve toolkit www.projectevolve.co.uk/toolkit Think u know www.thinkuknow.co.uk https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/ 5-6 (video about sharing pictures) Safer Internet Day- annually resources Chicken Clickin by Jeanne Willis Own it: Making the internet a kinder place video
	Lower Key Stage 2 (Y3&4) Project evolve toolkit www.projectevolve.co.uk/toolkit Think u know www.thinkuknow.co.uk https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/6-7 (video about watching playing games) Safer Internet Day- annually resources Chicken Clickin by Jeanne Willis Own it: Making the internet a kinder place video
	Upper Key Stage 2 (Y5&6) Project evolve toolkit www.projectevolve.co.uk/toolkit Think u know www.thinkuknow.co.uk https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/ Children to watch all videos- What is the message from each video and why is it important? How effective do you think the videos are? Safer Internet Day- annually resources

Being Safe

Statutory Content	Books and activities to support teaching
- 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	EYFS (Not Statutory) Bog baby – Jeanne Willis What is a secret? Discussion Privacy- Using the toilets Little Red Riding Hood
	Key Stage One (Y1&2) Counting Kisses by Karen Katz NSPCC – PANTS What is a secret? Discussion and should we keep secrets? Privacy- Using the toilets Discussion about who to go to in school for advice help- links with Anti-Bullying Week- see Anti-Bullying Alliance resources
	Upper Key Stage 2 (Y5&6) NSPCC – PANTS What is a secret? Discussion and should we keep secrets? Privacy- Using the toilets, getting changed Discussion about who to go to in school for advice help- links with Anti-Bullying Week- see Anti-Bullying Alliance resources
	Lower Key Stage 2 (Y3&4) NSPCC – PANTS What is a secret? Discussion Privacy- Using the toilets, getting changed, respecting people's privacy Discussion about who to go to in school for advice help- links with Anti-Bullying Week- see Anti-Bullying Alliance resources

Changing adolescent body

Statutory Content	Books and activities to support teaching
Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes.	EYFS (Not Statutory) The very hungry caterpillar – Eric Carle Bog baby – Jeanne Willis

- About menstrual wellbeing including the key facts about the menstrual cycle. - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals. - describe the changes as humans develop to old age. - notice that animals, including humans, have offspring which grow into adults	Key Stage One (Y1&2) BBC lifecycles – Bitesize https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/ztckqt How did I begin by Nick Manning
	Lower Key Stage 2 (Y3&4)
	Upper Key Stage 2 (Y5&6) Split into same sex grouping and delivered by a teacher of the same gender were possible – resources to be shared yearly prior to teaching Split into same sex grouping and delivered by a teacher of the same gender were possible – resources to be shared yearly prior to teaching BBC lifecycles – Bitesize

Mental Well being

Statutory Content	Books and activities to support teaching
- 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	EYFS (Not Statutory) Feelings Fans- naming feelings SEAL Photo cards-identifying feelings Children's Mental Health Week Resources Anti-Bullying Week Resources Go Noodle Mindfulness and exercise activities

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.	Key Stage One (Y1&2) Feelings Fans- naming feelings SEAL Photo cards-identifying feelings Children's Mental Health Week Resources Anti-Bullying Week Resources Go Noodle Mindfulness and exercise activities SEAL Feelings Detective Posters What is a hobby?-Circle time- 'My hobby is...'
	Lower Key Stage 2 (Y3&4) Feelings Fans- naming feelings SEAL Photo cards-identifying feelings Children's Mental Health Week Resources- https://www.childrensmentalhealthweek.org.uk/ Anti-Bullying Week Resources- https://www.anti-bullyingalliance.org.uk/ Mindfulness and exercise activities- https://www.gonoodle.com/ SEAL Feelings Detective Posters Hobbies- Drawing a hobby they have and a hobby they would like to take up
	Upper Key Stage 2 (Y5&6) Children's Mental Health Week Resources Anti-Bullying Week Resources Go Noodle Mindfulness and exercise activities SEAL Feelings Detective Posters Hobbies- What hobbies do you have now and what hobbies do you see yourself having when you are older? How does following a hobby affect our health? Discussion.

Internet Safety and Harm

Statutory Content	Books and activities to support teaching
• 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	EYFS (Not Statutory) Links to Anti-Bullying Week, Child Mental Health Week and Safer Internet Day https://www.thinkuknow.co.uk/

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.	Key Stage One (Y1&2) Links to Anti-Bullying Week, Child Mental Health Week and Safer Internet Day https://www.thinkuknow.co.uk/
	Lower Key Stage 2 (Y3&4) Links to Anti-Bullying Week, Child Mental Health Week and Safer Internet Day https://www.thinkuknow.co.uk/
	Upper Key Stage 2 (Y5&6) Links to Anti-Bullying Week, Child Mental Health Week and Safer Internet Day https://www.thinkuknow.co.uk/

Physical Health and Fitness

Statutory Content	Books and activities to support teaching
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- 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.	EYFS (Not Statutory) - Take 10 in classrooms - Joe Wicks Routines - Links during Child Mental Health Week
	Key Stage One (Y1&2) - Take 10 in classrooms - Joe Wicks Routines - Links during Child Mental Health Week - Discussion about who they can go to if they are concerned about their health
	Lower Key Stage 2 (Y3&4) - Take 10 in classrooms - Joe Wicks Routines - Links during Child Mental Health Week - Discussion about who they can go to if they are concerned about their health
	Upper Key Stage 2 (Y5&6) - Take 10 in classrooms - Joe Wicks Routines - Links during Child Mental Health Week - Discussion about who they can go to if they are concerned about their health

Healthy Eating

Statutory Content	Books and activities to support teaching
• 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).	EYFS (Not Statutory) Food- https://www.nhs.uk/change4life Healthy Eating Resources
	Key Stage One (Y1&2) Food- https://www.nhs.uk/change4life Healthy Eating Resources Healthy and Unhealthy- sorting pictures of foods Teeth and sugar- coke experiment
	Lower Key Stage 2 (Y3&4) Food- https://www.nhs.uk/change4life Food Pyramid Healthy and Unhealthy- sorting pictures of meals and explaining why Healthy Eating Resources Teeth and diet- facts. Investigation- Which drink contains the most sugar?
	Upper Key Stage 2 (Y5&6) Food- https://www.nhs.uk/change4life Food Wheel Healthy Eating Resources Healthy Eating- nutritional content of food and traffic light system (food packaging) Investigation- Which food contains the most calories?

Health and Prevention

Statutory Content	Books and activities to support teaching
• 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.	EYFS (Not Statutory) Sun Safe resources Teeth Resources
	Key Stage One (Y1&2) Sun Safe resources Teeth Resources
	Lower Key Stage 2 (Y3&4) Sun Safe resources Teeth Resources
	Upper Key Stage 2 (Y5&6) Sun Safe resources Teeth Resources

Basic First Aid

Statutory Content	Books and activities to support teaching
• 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.	EYFS (Not Statutory) Who to go to in school if you hurt yourself.
	Key Stage One (Y1&2) Who to go to in school if you hurt yourself. Calling 999 in an emergency. Red Cross Life Live it: Stay safe
	Lower Key Stage 2 (Y3&4) Who to go to in school if you hurt yourself. Calling 999 in an emergency. Red Cross Life Live it: Stay safe
	Upper Key Stage 2 (Y5&6) Who to go to in school if you hurt yourself. Calling 999 in an emergency. Red Cross Life Live it: Stay safe

Life Processes of reproduction

Statutory Content	Books and activities to support teaching
- Describe the life process of reproduction in some plants and animals /describe the changes as humans develop to old age - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	EYFS (Not Statutory) The very hungry caterpillar – Eric Carle Observing changes in animals – caterpillars, chicks, tadpoles
	Key Stage One (Y1&2) Matching pictures of baby animals to adults.
	Lower Key Stage 2 (Y3&4) Human lifecycle- ordering pictures form baby to elderly person.
	Upper Key Stage 2 (Y5&6) Pictures of when they were babies and now- Guess Who? Matching pictures of teachers when they were children to pictures now.

Appendix 2 – Vocabulary List

Year 1 & 2	Year 3 & 4	Year 5 & 6
• Washing • Brushing teeth • Get dressed • Clean • Boy • Girl • Penis • Vagina • Same • Different • Physical characteristics • Gender • Hair • Face • Similar • Different • Gender roles • Stereotypes • Boy • Girl • Male • Female • Body parts	• Similar • Different • Male • Female • Body parts • Penis • Vagina • Comfortable • Uncomfortable • Body parts • Like • Dislike • Touch • Hug • Kiss • Family • Fostering • Adoption • Relationship • Stereotypes • Gender roles • Lifecycle • Reproduction • Physical • Pregnancy • Emotions • feelings	• Stereotypes • Gender roles • Puberty* • Physical changes • Emotional changes • Moods • Menstruation* • Periods* • Tampons* • Sanitary towels* • Sweat • Breasts* • Spots • Pubic hair* • Facial hair • Underarm hair • Privacy • Human rights • Protection • Fostering • Adoption • Relationship • Friendship • Love (*Taught through single sex lessons/parents will be informed and resources will be shared prior to teaching about the changes to the adolescent body)

Appendix 3

Jigsaw Scheme of Work:



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

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Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Appendix 4

Parent letter regarding Sex Education:

Dear Parents/Carers,

Please read this information carefully as it contains curriculum coverage for the teaching of Relationships Education, Health Education and Sex Education after half term

Further to our consultation in April, from the summer term 2021, Relationships and Health Education became compulsory in all primary schools and parents/carers **do not have the right** to withdraw their children from these subjects. We believe that this work is an important part of safeguarding children as knowledge empowers them, helps them to stay safe and cope with puberty by understanding why their bodies will change.

At Sneinton, we define 'sex education' to mean 'human reproduction'. This is in line with the Jigsaw scheme that we use. Parents **do have the right to withdraw** their child from particular lessons which include human reproduction. These are outlined in **red** below and feature only in Y4/Y5/Y6. If you do wish to withdraw your child from the human reproduction parts in Y4/5/6, please complete the withdrawal form at the end of this document. Withdrawal requests can only be approved by the Head Teacher.

Why is this RSHE curriculum needed?

There are four main aims for teaching RSE within the context of Primary School PSHE

(Personal, Social, Health Education):

- More than ever before, children are exposed to representations of sex and sexuality through the social culture around them. The unregulated content on the internet or social media, can mean children may be exposed to dangerous, confusing or scary content. We can prepare them for this by presenting a balanced view of positive healthy relationships to help them to be discerning and to stay safe.
- There is much independent research showing most parents and carers value the support of schools in providing Relationship and Sex Education for their children. Parents and schools want children to be safe and happy.
- A range of independent research consistently shows that effective Relationship Education delays first sexual experience and reduces risk-taking in young people.

- Surveys of children and young people, as well as Ofsted, have repeatedly said that Relationship and Sex Education tends to be “too little, too late and too biological”. This is one of the many reasons why the Department for Education has made Relationships and Health Education compulsory in primary schools from September 2020, with an emphasis on Relationships Education.

If you do have a concern, we would ask you to refer this directly to your child’s class teacher in the first instance and prior to making a withdrawal request.

What will my child actually be taught about puberty and human reproduction?

The Jigsaw unit ‘Changing Me’ is taught over a period of 6 weeks in Summer Term 2. Each year group will be taught appropriate to their age and developmental stage. If a question arises and the teacher feels it would be inappropriate to answer, the child will be encouraged to ask his/her parents/carers at home. The question will not be answered to the child or class if it is outside the remit of that year group’s lesson.

Year group	<i>Piece Number and Name</i>	<i>Learning Intentions</i>
1	Piece 4 Boys’ and Girls’ Bodies	• Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina, vulva, anus, breast, nipples. • respect their own body and understand which parts are private
2	Piece 4 Boys’ and Girls’ Bodies	• recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus, breast, nipples) and appreciate that some parts of the body are private • tell you what they like/don’t like about being a boy/girl
3	Piece 1 How Babies Grow	• understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby • express how they feel when they see babies or baby animals
	Piece 2 Babies	• understand how babies grow and develop in the mother’s uterus and understand what a baby needs to live and grow • express how they might feel if they had a new baby in their family
	Piece 3 Outside Body Changes	• understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies • identify how boys’ and girls’ bodies change on the outside during this growing up process
	Piece 4	• identify how boys’ and girls’ bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up

	Inside Body Changes	recognise how they feel about these changes happening to them and how to cope with these feelings
4	Piece 2 Having A Baby	- correctly label the internal and external parts of male and female bodies that are necessary for making a baby - understand that having a baby is a personal choice and express how they feel about having children when they are adults <u>Parents do have the right to withdraw children from this session as it is classed as human reproduction.</u>
	Piece 3 Girls and Puberty	- describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this - know that they have strategies to help me cope with the physical and emotional changes they will experience during puberty
5	Piece 2 Puberty for Girls	- explain how a girl's body changes during puberty and understand the importance of looking after themselves physically and emotionally - understand that puberty is a natural process that happens to everybody and that it will be OK for them
	Piece 3 Puberty for Boys and Girls	- describe how boys' and girls' bodies change during puberty - express how they feel about the changes that will happen to their bodies during puberty
	Piece 4 Conception	- understand that sexual intercourse can lead to conception and that is how babies are usually made - understand that sometimes people need IVF to help them have a baby - appreciate how amazing it is that human bodies can reproduce in these ways <u>Parents do have the right to withdraw children from this session as it is classed as human reproduction.</u>
6	Piece 2 Puberty	- explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally - express how they feel about the changes that will happen to their bodies during puberty
	Piece 3 Girl Talk/Boy Talk	- ask the questions that they need answered about changes during puberty - reflect on how they feel about asking the questions and about the answers they receive

	Piece 4 Babies – Conception to Birth	• describe how a baby develops from conception through the nine months of pregnancy, and how it is born • recognise how they feel when they reflect on the development and birth of a baby <u>Parents do have the right to withdraw children from this session as it is classed as human reproduction.</u>
	Piece 5 Attraction	• understand how being physically attracted to someone changes the nature of the relationship • express how they feel about the growing independence of becoming a teenager and their confidence that they can cope with this

Parent Form: Withdrawal from sex education within RSE.

<u>TO BE COMPLETED BY PARENTS</u>	
Name of child	Please circle your child's year group:

	Year 4 Year 5 Year 6
Name of Parent	
Reason for withdrawing from human reproduction elements in Y4/5/6	
Parent Signature and Date	