



1. Aims

To provide a relevant and cohesive RSE/PSHE curriculum to support all our children in their personal development and to meet their pastoral needs.

To provide a framework within which sensitive discussions can take place.

To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

To teach pupils the correct vocabulary to describe themselves and their bodies.

To support pupils to make good decisions about their own health and wellbeing both in school and the future.

To create a positive ethos around these areas

To help pupils recognise and maintain healthy relationships.

To be able to recognise unsafe situations, protect themselves and who to ask for help and support.

2. Statutory requirements

This policy was written with ref to the statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (Department for Education) Regulations 2019 which are made under sections 34 and 35 of the Children Social Work Act 2017, and provide that pupils receiving primary education must be taught Relationships Education and Health Education.(Amending existing provisions in the Education Act 1996 Section 403 and the Education Act 2002 Section 80A)

To teach the elements of sex education contained in the statutory science curriculum 2014

The Equality Act 2010

Ref to Statutory Guidance updates sept 2021

3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, consent, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values.

To put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central - with children given the knowledge and capability to take care of themselves, be ready receive support if problems arise and develop resilience which is fundamental to them being happy, successful and productive members of society.



4. Curriculum

Growing Together - Ready for Life our vision at Priors field.

Statutory guidance that by the end of primary school children should reach:

See Appendix 1 for RSE which is embedded within our PSHE curriculum.

Appendix 2 Relationships Education goals and Appendix 3 Health Education goals.

Appendix 3 Science curriculum links

5. Delivery

We carry out the main RSE/PSHE lessons weekly (See Appendix 1) but also within whole school focus weeks, for example, Diversity Week, and through other subjects, for example, Science, P.E. and R.E. where we feel that there are significant links.

Since RSE/PSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life and our Vision.

Science curriculum links - see Appendix 4

6. Roles and responsibilities

The governing body should make sure that:

All pupils make progress in achieving the expected educational outcomes

The subjects are well led, effectively managed and well planned.

Teaching is delivered in ways that are accessible to all pupils with SEND

Clear information is provided for parents on the subject content and the right to request that their child is withdrawn, and

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

SLT/PSHE Lead - to monitor, support, ensure that staff are given sufficient training and resources and complete agreed action plan targets, reporting to governors on the effectiveness of the policy.

All staff are responsible for delivering the curriculum in a sensitive way, modelling positive attitudes, monitoring progress and responding to the needs of individual.

Pupils are expected to engage fully in their learning, treating others with respect and sensitivity.

Parents - we wish to have a positive and supporting relationship with parents through a mutual understanding, trust and co-operation. We will inform them before any unit of RSE is taught and answer any questions with care.



7. Parents' right to withdraw

Parents do not have the right to withdraw their children from **relationships** education.

Parents do have the right to withdraw their children from the non-statutory components of sex education within RSE.

There is no right to withdraw from the science curriculum.

8. Confidentiality

Staff conduct sex education lessons in a sensitive manner. However, if a child makes a disclosure it will be taken seriously and dealt with it as outlined in the Child Protection and Safeguarding policy. We aim to ensure that pupils' best interests are maintained.

9. Special Educational Needs

We are an inclusive school and children with additional needs will be given the opportunity to fully participate in RSE lessons. A differentiated program will be provided where necessary, to ensure pupils gain a full understanding at the appropriate level.

10. Equal Opportunities

RSE will be available to all pupils regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

11. Complaints Procedure

Any complaints should be raised with the class teacher in the first instance and then a member of the senior leadership team. You may then choose to follow the Priors Field complaints procedure if you do not feel that things have been resolved.

12. Monitoring arrangements

The planning and learning opportunities for RSE/PSHE are monitored by class teachers as part of our school assessment system. This is monitored by SLT and the PSHE Lead through, for example, through an action plan, planning scrutinies, learning walks, pupil voice and book trawls. When identified, CPD is provided as part of the whole school programme for continuing professional development.

13. Further policies

In conjunction with this policy, please also refer to:

- School Behaviour policy
- Child Protection and Safeguarding policy
- Online safety policy
- Staff behaviour policy
- Anti-bullying policy



Please see below a useful document produced by the government, which provides answers to frequently asked questions: <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

Appendix 1

Curriculum over View 2020-2021

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Protective Behaviours Mental Health and wellbeing	Anti-bullying week Living in the wider world - taking care of the environment	Medication /Health Education Diversity week - valuing difference Safer Internet Week Keeping safe - health & wellbeing	Living in the wider world - rights and responsibilities	Relationship Education Relationships - valuing difference	Relationships - healthy relationships Transition
2	Protective Behaviours Mental Health and wellbeing	Anti-bullying week Living in the wider world - rights and responsibilities	Drugs and Alcohol Education Diversity week - valuing difference Safer Internet Week Health & wellbeing - healthy lifestyles	Health & wellbeing - keeping safe (support networks) Living in the wider world - taking care of the environment	Relationship Education Relationships - feelings & emotions	Relationships - healthy relationships Living in the wider world - money matters Transition
3	Protective Behaviours Mental Health and wellbeing	Anti-bullying week Living in the wider world - rights and responsibilities Relationships - valuing difference	Drugs and Alcohol Education Diversity week - valuing difference Safer Internet Week Health & wellbeing - healthy lifestyles Living in the wider world - taking care of the environment	Health & wellbeing - keeping safe (support networks)	Relationship Education Relationships - feelings & emotions	Relationships - healthy relationships Living in the wider world - money matters Transition
4	Protective Behaviours	Anti-bullying week	Drugs and Alcohol Education	Health & wellbeing - keeping safe	Relationship Education	Health & wellbeing -



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	Mental Health and wellbeing	Relationships - valuing difference Living in the wider world - money matters	Diversity week - valuing difference Safer Internet Week Health & wellbeing - healthy lifestyles	(support networks) Living in the wider world - rights & responsibilities	Relationships - healthy relationships Living in the wider world - taking care of the environment	growing & changing Transition
5	Protective Behaviours Mental Health and wellbeing	Anti-bullying week Relationships - rights & responsibilities	Drugs and Alcohol Education Diversity week- valuing difference Safer Internet Week Health & wellbeing - healthy lifestyles	Health & wellbeing - keeping safe (support networks) Living in the wider world - money matters	Relationship Education Residential Relationships - feelings & emotions Relationships - healthy relationships	Visit from school Health Team Health & wellbeing - growing & changing Transition
6	Protective Behaviours Mental Health and wellbeing	Anti-bullying week Living in the wider world - rights & responsibilities	Drugs and Alcohol Education Diversity week - valuing difference Safer Internet Week Health & wellbeing - healthy lifestyles	Health & wellbeing - keeping safe (support networks) Relationships - valuing difference	Relationship Education Visit from school Health Team Relationships - feelings & emotions	Residential Health & wellbeing - growing & changing Living in the wider world - taking care of the environment - Bio Blitz Day. Transition

We immerse ourselves in the Priors Field vision through 'word of the week' and Vision Detectives in every class.



Appendix 2 Relationships Education - by the end of primary

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none">• 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 other 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.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none">• 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.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none">• The importance of respecting others, even when they are very different from them (eg. 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 in turn they should show due respect to others, including those in positions of authority.



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	<ul style="list-style-type: none">• About different types of bullying (including cyber bullying), the impact of bullying, responsibility of bystanders (primarily reporting bullying to an adult) and how to get help.• What a stereotype is, and how stereotypes can be unfair, negative or destructive.• The importance of permission - seeking and giving - in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none">• 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	<p>Pupils should know</p> <ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others• 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) 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.



Key Skills in Relationships include - to take turns, treat others with kindness, consideration and respect. The importance of honesty, and truthfulness, permission (seeking and giving) and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical contact. Respecting our environment and boundaries.

Recognising the features of healthy friendships, family relationships and any other relationships that children encounter.

Developing personal attributes such as resilience, honesty, and kindness - ref our school Vision.

Teaching about positive emotional and mental wellbeing including how friendships can support emotional wellbeing.



Appendix 3 Health Education

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none">• That mental wellbeing is a normal part of daily life, in the same way as physical health.• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none">• That for most people the internet is an integral part of life and has many benefits.• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.• Why social media, some computer games and online gaming, for example, are age restricted.• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.• Where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none">• The characteristics and mental and physical benefits of an active lifestyle.



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	<ul style="list-style-type: none">• 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	<p>Pupils should know</p> <ul style="list-style-type: none">• 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	<p>Pupils should know</p> <ul style="list-style-type: none">• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none">• 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	<p>Pupils should know:</p> <ul style="list-style-type: none">• 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	<p>Pupils should know:</p> <ul style="list-style-type: none">• 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.



Appendix 4 Science links

EYFS – learn about life cycles, experience ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

KS1 Children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.
- To notice that animals, including humans, have offspring which grow into adults.
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

KS2 Children learn:

- To identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- To describe simple functions of the basic parts of the digestive system in humans.
- To identify the different types of teeth in humans and their simple functions.
- To describe the life processes of reproduction in some plants and animals.
- To describe the changes as humans develop to old age.
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- To describe the way nutrients and water are transported within animals, including humans.
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

PE Links - include Real PE skills progression

- Personal – taking responsibility for learning, embracing challenge, show resilience and positivity.
- Social – leading and supporting others

Health and fitness- to understand how to exercise to be in good health/responsibility