



Relationships and Sex Education Policy

Signed:	
Chair of Trust Board:	Claire Delaney
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1.0 Bellevue Place Education Trust - Our commitment

Learn. Enjoy. Succeed.

Every BPET child and staff member enjoys a broad (LEARN) and enriched (ENJOY) learning experience, enabling them to achieve far greater individual success (SUCCEED) than they might previously have thought possible.

Our Mission

To grow hubs of like-minded, autonomous schools with a strong support network, all of which combine academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

Our Difference

We are leading the way in delivering high quality education through skills-based and knowledge rich curricula, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with families, who are our key partners in delivering the vision.

Our Promise

Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. Our focus is ensuring an exceptional provision for all our children with supportive, accessible learning that enables every child to make progress, including high quality inclusion for children with Special Educational Needs. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn.

1 Introduction

- 1.1 BPET believes that in order to create a happy and successful adult life, children and young people need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. Relationships Education and Relationships and Sex Education (RSE) is about giving children and young people the information they need to help them develop healthy, nurturing, respectful relationships of all kinds, not just intimate relationships. Health Education is giving pupils information to make well-informed, positive choices about their own physical and mental health and wellbeing. BPET recognises that physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.
- 1.2 BPET has a responsibility under the Equality Act 2010 to ensure the best for all pupils at its schools irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, Relationships Education, RSE and Health Education will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort. BPET may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.

- 1.3 BPET is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across its schools and will make every attempt to be appropriately sensitive; equally it is essential that children and young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals creating an understanding of tolerance and respect for others' beliefs and opinions. BPET believes that its pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.
- 1.4 All teaching will be sensitive and age appropriate in approach and content. At the point at which BPET considers it appropriate to teach pupils about lesbian, gay, bisexual and transgender (LGBT), BPET will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. At Rivermead, parents will be informed about lessons regarding this content and provide an opportunity to discuss with the PSHE lead, Headteacher or Deputy Headteacher any concerns that they have based on this content. BPET will encourage wider pupil awareness of LGBT to ensure that we comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.
- 1.5 This policy has been developed in consultation with parents, pupils and staff from schools within BPET to ensure that it meets the needs of the whole Trust community. Consultation information is used to personalise the curriculum at each school.
- 1.6 The policy will be reviewed annually and parents will be consulted in advance about significant changes. At Rivermead, this will be monitored through parent consultation letters/groups/meetings and/or a working party with the Local Advisory Board.

2 Aims and Objectives

- 2.1 Through the delivery of high quality, evidence-based and age-appropriate Relationships Education, RSE and Health Education, BPET aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their education BPET hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.
- 2.2 Relationships Education, RSE and Health Education are intended to help pupils to:
- Build healthy, respectful relationships focusing on family and friends.
 - Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
 - Learn about intimate relationships and sex.
 - Learn about mental wellbeing.
 - Develop key personal attributes, such as kindness, integrity, generosity and honesty.

3 Definition of Relationships Education and Relationships and Sex Education (RSE)

- 3.1 Relationships Education at primary phase is about teaching the fundamental building blocks and characteristics of positive and respectful relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults and who can support them both online and in person. It includes how to take turns, how to treat each other 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.
- 3.2 RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.
- 3.3 RSE does not encourage early sexual experimentation. It teaches children and young people to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.
- 3.4 RSE will outline that there are different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and the their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as how to seek help or advice and report concerns about others.

4 Roles and Responsibilities

All members of BPET community are expected to follow this policy. Roles, responsibilities and expectations of each section of BPET and academy community are set out in detail below.

4.1 Board of Trustees

Trustees will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the Chief Executive Officer and Headteachers to account for the implementation of the policy.

4.2 The Chief Executive (CEO)

The CEO will ensure that Relationships Education, RSE and Health Education is taught consistently across the schools within BPET and will report back to the Board of Trustees on educational outcomes. They will ensure that senior staff receive regular professional development training in how to deliver Relationships Education, RSE and Health Education.

4.3 Local Governing Body

Local governors in each academy will review and monitor the application and implementation of this policy by receiving regular reports from the academy Headteacher on educational outcomes. Local governors will scrutinise relevant data, review any issues that might arise and act as a point of challenge for decisions taken by the Headteacher. The Local Governing Body will annually report its findings to the Board of Trustees.

4.4 Headteacher

Each academy Headteacher, with support from their respective Senior Leadership Team and the PSHE lead, will ensure that staff are supported and up to date with policy changes. They will ensure that Relationships Education, RSE and Health Education is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents regarding any concerns or opinions regarding Relationships Education, RSE and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of Relationships Education, RSE and Health Education.

4.5 Staff

Teachers of Relationships Education, RSE and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

4.6 Parents

BPET hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social and emotional development. BPET hopes parents will create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the academy their child attends where they feel it is needed.

4.7 Pupils

Pupils are expected to take Relationships Education, RSE and Health Education seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs and support one another with issues that arise during class. Pupils who fail to follow these standards of behaviour will be dealt with under the BPET Behaviour policy.

5 Delivery of Relationships Education, RSE and Health Education

- 5.1 Relationships Education, RSE and Health Education will be delivered in a non-judgmental, factual way allowing scope for children and young people to ask questions in a safe environment. At Rivermead, we use a combined approach of the Kapow scheme which has adapted their resources to comply with the Relationships, Health and Sex Education statutory guidance and the Jigsaw “Changing Me” unit of work to ensure a factual, science-based approach to teaching puberty and the changing body. Teachers will tailor the delivery of Relationships Education, RSE and Health Education to meet the specific needs of the pupils in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn’t acceptable language to use.
- 5.2 Staff will ensure that all resources used in the delivery of Relationships Education, RSE and Health Education are appropriate for the age and needs of their pupils.
- 5.3 Relationships Education will be delivered in PSHE lessons, but may be referred to in other lessons. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Staff will use teaching methods that take account of these differences and the potential for discussion on a one-to-one basis or in small groups.

Relationships Education and RSE: Curriculum and Outcomes

- 5.4 By the end of their primary education BPET expects pupils to know the information set out at Annex 1. BPET recognises that primary-age pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the designed curriculum for Relationships Education. Teaching methods will take account of the potential different types of questions and behaviours likely to arise and staff will assess which types of teaching methods would be most appropriate (for example, a full class setting, one-to-one discussions, in small groups or question boxes). There may be occasions where teachers ask parents to answer questions asked because of the sensitive nature of the response.

6 Health Education: Physical health and mental well-being

- 6.1 BPET wishes to promote pupils’ health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. BPET believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered in PSHE, Science and PE lessons.
- 6.2 By the end of their primary education BPET expects pupils to know the information set out at Annex 2.

7 Pupils with special educational needs and/or disabilities

- 7.1 BPET will endeavour to ensure that Relationships Education, RSE, and Health Education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education, RSE and Health Education may be particularly important for such pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.
- 7.2 Staff will make reasonable adjustments to alleviate disadvantage faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the Trust's SEND Policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all pupils have access to the same information. At Rivermead, teachers will work alongside the SEND team to ensure that the curriculum is taught to an appropriate level to support the needs of all the children.

8 Right to request withdrawal from sex education

- 8.1 BPET hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.
- 8.2 Parents of children in primary schools have the right to withdraw their child from sex education which we define at Rivermead as "any lesson which describes sexual intercourse, conception, pregnancy and birth (as a result of sexual intercourse)." The specific lessons are detailed in the communication with parents and should state this in writing and send it to their class teacher.
- 8.3 Before withdrawing or making a request, BPET strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationships Education or Health Education or the elements on human growth and reproduction which fall under the science curriculum.
- 8.4 If a pupil is excused from sex education the respective school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

9 Confidentiality and Child Protection

- 9.1 BPET hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the Trust's Child Protection and Safeguarding procedures.
- 9.2 Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they

should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

10 Equal opportunities

10.1 Relationships Education, RSE, and Health Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene.

10.2 BPET has a commitment to ensure that Relationships Education, RSE and Health Education is relevant to all pupils and is taught in a way that is age and stage appropriate. Pupils are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the Trust's behaviour policy.

11 Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Headteacher in accordance with the BPET Complaints Policy.

Annex 1 Relationships Education Primary stage curriculum and outcomes

Unit: Family and Relationships taught across the school in Autumn 1

Year Group	Topic/Theme	Outcome
EYFS	Family <ul style="list-style-type: none"> Learning how to talk about our families and discussing why we love them. Talking about people that hold a special place in my life. 	Family <ul style="list-style-type: none"> To name and describe the different members of our families. To understand that all families are valuable and special.
	Friendships <ul style="list-style-type: none"> Developing strategies to help when sharing with others. Exploring what makes a good friend. 	Friendships <ul style="list-style-type: none"> To know that we share toys so that everyone feels involved and no one feels left out or upset.
	Respectful Relationships <ul style="list-style-type: none"> Thinking about what it means to be a valued person. Exploring the differences between us that make each person unique. Considering the perspectives and feelings of others. Learning to work as a member of a team. Developing listening skills. 	Respectful Relationships <ul style="list-style-type: none"> To understand that different people like different things. To understand that all people are valuable. To know that it is important to help, listen and support others when working as a team. To know that it is important to tell the truth.
Year 1	Family <ul style="list-style-type: none"> Exploring how families are different to each other. 	Family <ul style="list-style-type: none"> To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin). To know that some information about me and my family is personal.
	Friendships <ul style="list-style-type: none"> Exploring how friendship problems can be overcome. Exploring friendly behaviours. 	Friendships <ul style="list-style-type: none"> To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome.
	Respectful Relationships <ul style="list-style-type: none"> Recognising how other people show their feelings. Identifying ways we can care for others when they are sad. Exploring the ability to successfully work with different people. 	Respectful Relationships <ul style="list-style-type: none"> To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.

Year 2	<p>Family</p> <ul style="list-style-type: none"> Understanding ways to show respect for different families. Understanding that families offer love, care and support. 	<p>Family</p> <ul style="list-style-type: none"> To know that families can be made up of different people. To know that families may be different to my family.
	<p>Friendships</p> <ul style="list-style-type: none"> Understanding difficulties in friendships and discussing action that can be taken. 	<p>Friendships</p> <ul style="list-style-type: none"> To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing.
	<p>Respectful Relationships</p> <ul style="list-style-type: none"> Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations. 	<p>Respectful Relationships</p> <ul style="list-style-type: none"> To understand some ways people show their feelings. To understand what good manners are. To understand some stereotypes related to jobs.
	<p>Change and Loss</p> <ul style="list-style-type: none"> Exploring how loss and change can affect us. 	<p>Change and Loss</p> <ul style="list-style-type: none"> To know that there are ways we can remember people or events.
Year 3	<p>Family</p> <ul style="list-style-type: none"> Learning that problems can occur in families and that there is help available if needed. 	<p>Family</p> <ul style="list-style-type: none"> To know that I can talk to trusted adults or services such as Childline if I experience family problems.
	<p>Friendships</p> <ul style="list-style-type: none"> Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs. 	<p>Friendships</p> <ul style="list-style-type: none"> To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event. To know that violence is never the right way to solve a friendship problem
	<p>Respectful Relationships</p> <ul style="list-style-type: none"> Identifying who I can trust. Learning about the effects of non-verbal communication. Exploring the negative impact of stereotyping. 	<p>Respectful Relationships</p> <ul style="list-style-type: none"> To know that trust is being able to rely on someone and it is an important part of relationships. To know the signs of a good listener. To understand how to listen carefully and why listening is important. To understand that there are similarities and differences between people. To understand some stereotypes related to age.
Year 4	<p>Family</p> <ul style="list-style-type: none"> Using respectful language to discuss different families. 	<p>Family</p> <ul style="list-style-type: none"> To know that families are varied in the UK and across the world
	<p>Friendships</p> <ul style="list-style-type: none"> Exploring physical and emotional boundaries in friendships. 	<p>Friendships</p> <ul style="list-style-type: none"> To understand the different roles related to bullying including victim, bully and bystander.

		<ul style="list-style-type: none"> To understand that everyone has the right to decide what happens to their body.
	<p>Respectful Relationships</p> <ul style="list-style-type: none"> Exploring how my actions and behaviour can affect other people. 	<p>Respectful Relationships</p> <ul style="list-style-type: none"> To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability.
	<p>Change and Loss</p> <ul style="list-style-type: none"> Discussing how to help someone who has experienced a bereavement. 	<p>Change and Loss</p> <ul style="list-style-type: none"> To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.
Year 5	<p>Family</p> <ul style="list-style-type: none"> Identifying ways families might make children feel unhappy or unsafe. 	<p>Family</p> <ul style="list-style-type: none"> To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.
	<p>Friendships</p> <ul style="list-style-type: none"> Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship. 	<p>Friendships</p> <ul style="list-style-type: none"> To know what attributes and skills make a good friend. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying.
	<p>Respectful Relationships</p> <ul style="list-style-type: none"> Exploring and questioning the assumptions we make about people based on how they look. Exploring our positive attributes and being proud of these (self-respect). 	<p>Respectful Relationships</p> <ul style="list-style-type: none"> To understand that positive attributes are the good qualities that someone has. To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.
Year 6	<p>Friendships</p> <ul style="list-style-type: none"> Identifying ways to resolve conflict through negotiation and compromise. 	<p>Friendships</p> <ul style="list-style-type: none"> To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.
	<p>Respectful Relationships</p> <ul style="list-style-type: none"> Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes. 	<p>Respectful Relationships</p> <ul style="list-style-type: none"> To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination
	<p>Change and Loss</p>	<p>Change and Loss</p> <ul style="list-style-type: none"> To understand that loss and change can cause a range of emotions.

	<ul style="list-style-type: none"> Exploring the process of grief and understanding that it is different for different people. 	<ul style="list-style-type: none"> To know that grief is the process people go through when someone close to them dies.
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Unit: Online Relationships “Being Safe (including online)” taught in Spring 1 and throughout our e-safety curriculum.

Year Group	Topic/Theme	Outcome
Year 2	<ul style="list-style-type: none"> Exploring ways to stay safe online. 	<ul style="list-style-type: none"> To know that I should tell an adult if I see something which makes me uncomfortable online.
Year 3	<ul style="list-style-type: none"> Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Beginning to recognise unsafe digital content. 	<ul style="list-style-type: none"> To understand that cyberbullying is bullying which takes place online. To know the signs that an email might be fake.
Year 4	<ul style="list-style-type: none"> Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online. 	<ul style="list-style-type: none"> To understand that there are risks to sharing things online. To know the difference between private and public.
Year 5	<ul style="list-style-type: none"> Developing an understanding of how to ensure relationships online are safe. 	<ul style="list-style-type: none"> To know the steps to take before sending a message online (using the THINK mnemonic). To know some of the possible risks online.
Year 6	<ul style="list-style-type: none"> Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems. 	<ul style="list-style-type: none"> To understand that online relationships should be treated in the same way as face-to-face relationships. To know where to get help with online problems.

Relationships Outcomes from the Relationships, Health and Sex Education Statutory Guidance

Families and people who care for me	<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 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
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	<ul style="list-style-type: none"> • 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	<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
Respectful relationships	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<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

Annex 2 Health Education Primary stage curriculum and outcomes

Unit: Health and Wellbeing taught across the school Autumn 2

Year Group	Topic/Theme	Outcome
EYFS	Health and Prevention <ul style="list-style-type: none"> • Discussing ways that we can take care of ourselves. 	Health and Prevention <ul style="list-style-type: none"> • To know that having a naturally colourful diet is one way to try and eat healthily
	Physical health and wellbeing <ul style="list-style-type: none"> • Exploring how exercise affects different parts of the body. 	Physical health and wellbeing <ul style="list-style-type: none"> • To know that exercise means moving our body and is important. • To know that yoga can help our bodies and minds relax.
	Mental Wellbeing <ul style="list-style-type: none"> • Identifying how characters within a story may be feeling. • Identifying and expressing my own feelings. • Exploring coping strategies to help regulate emotions. • Exploring different facial expressions and identifying the different feelings they can represent. • Exploring ways to moderate behaviour, socially and emotionally. • Coping with challenge when problem solving. 	Mental Wellbeing <ul style="list-style-type: none"> • To name some different feelings and emotions. • To know that I am a valuable individual. • To know that facial expressions can give us clues as to how a person is feeling. • To know that I can learn from my mistakes. • To know some strategies to calm down.
Year 1	Health and Prevention <ul style="list-style-type: none"> • Learning how to wash my hands properly. • Learning how to deal with an allergic reaction 	Health and Prevention <ul style="list-style-type: none"> • To understand we can limit the spread of germs by having good hand hygiene. • To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. • To know that certain foods and other things can cause allergic reactions in some people.
	Physical health and wellbeing <ul style="list-style-type: none"> • Exploring positive sleep habits. • Exploring two different methods of relaxation: progressive muscle relaxation and laughter. • Exploring health-related jobs and people who help look after our health. 	Physical health and wellbeing <ul style="list-style-type: none"> • To know that sleep helps my body to repair itself, to grow and restores my energy
	Mental Wellbeing <ul style="list-style-type: none"> • Identifying personal strengths and qualities. • Identifying different ways to manage feelings. 	Mental Wellbeing <ul style="list-style-type: none"> • To know that strengths are things we are good at. • To know that qualities describe what we are like. • To know the words to describe some positive and negative emotions.

Year 2	<p>Health and Prevention</p> <ul style="list-style-type: none"> Exploring the effect that food and drink can have on my teeth. 	<p>Health and Prevention</p> <ul style="list-style-type: none"> To know that food and drinks with lots of sugar are bad for our teeth.
	<p>Physical health and wellbeing</p> <ul style="list-style-type: none"> Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises to aid relaxation. 	<p>Physical health and wellbeing</p> <ul style="list-style-type: none"> To explain the importance of exercise to stay healthy. To understand the balance of foods we need to keep healthy. To know that breathing techniques can be a useful strategy to relax.
	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> Exploring strategies to manage different emotions. Developing empathy. Identifying personal goals and how to work towards them. Exploring the need for perseverance and developing a growth mindset. Developing an understanding of self-respect. 	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> To know that we can feel more than one emotion at a time. To know that a growth mindset means being positive about challenges and finding ways to overcome them.
Year 3	<p>Health and prevention</p> <ul style="list-style-type: none"> Discussing why it is important to look after my teeth. 	<p>Health and prevention</p> <ul style="list-style-type: none"> To understand ways to prevent tooth decay.
	<p>Physical Health and Wellbeing</p> <ul style="list-style-type: none"> Learning stretches which can be used for relaxation. Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest. 	<p>Physical Health and Wellbeing</p> <ul style="list-style-type: none"> To understand the positive impact relaxation can have on the body. To know the different food groups and how much of each of them we should have to have a balanced diet.
	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> Exploring my own identity through the groups I belong to. Identifying my strengths and exploring how I use them to help others. Being able to breakdown a problem into smaller parts to overcome it 	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> To understand the importance of belonging. To understand what being lonely means and that it is not the same as being alone. To understand what a problem or barrier is and that these can be overcome.
Year 4	<p>Health and prevention</p> <ul style="list-style-type: none"> Developing independence in looking after my teeth. 	<p>Health and prevention</p> <ul style="list-style-type: none"> To know key facts about dental health
	<p>Physical Health and Wellbeing</p> <ul style="list-style-type: none"> Identifying what makes me feel calm and relaxed. Learning visualisation as a tool to aid relaxation. 	<p>Physical Health and Wellbeing</p> <ul style="list-style-type: none"> To know that visualisation means creating an image in our heads.

	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> • Exploring how my skills can be used to undertake certain jobs. • Explore ways we can make ourselves feel happy or happier. • Developing the ability to appreciate the emotions of others in different situations. • Learning to take responsibility for my emotions by knowing that I can control some things but not others. • Developing a growth mindset. 	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> • To know that different job roles need different skills and so some roles may suit me more than others. • To know that it is normal to experience a range of emotions. • To know that mental health refers to our emotional wellbeing, rather than physical. • To understand that mistakes can help us to learn. • To know who can help if we are worried about our own or other people's mental health.
Year 5	<p>Health and prevention</p> <ul style="list-style-type: none"> • Developing independence for protecting myself in the sun. 	<p>Health and prevention</p> <ul style="list-style-type: none"> • To understand the risks of sun exposure. • Considering ways to prevent illness.
	<p>Physical Health and Wellbeing</p> <ul style="list-style-type: none"> • Understanding the relationship between stress and relaxation. • Considering calories and food groups to plan healthy meals. • Developing greater responsibility for ensuring good quality sleep. 	<p>Physical Health and Wellbeing</p> <ul style="list-style-type: none"> • To know that relaxation stretches can help us to relax and de-stress. • To know that calories are the unit that we use to measure the amount of energy certain foods give us. • To know that what we do before bed can affect our sleep quality
	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> • Taking responsibility for my own feelings. 	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> • To understand what can cause stress. • To understand that failure is an important part of success.
Year 6	<p>Health and prevention</p> <ul style="list-style-type: none"> • Identifying some actions to take if I am worried about my health or my friends' health. 	<p>Health and prevention</p> <ul style="list-style-type: none"> • To understand that vaccinations can give us protection against disease. • To know that changes in the body could be possible signs of illness
	<p>Physical Health and Wellbeing</p> <ul style="list-style-type: none"> • Identifying a range of relaxation strategies and situations in which they would be useful. • Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle. 	<p>Physical Health and Wellbeing</p> <ul style="list-style-type: none"> • To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). • To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits
	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> • Exploring my personal qualities and how to build on them. • Developing strategies for being resilient in challenging situations. 	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> • To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). • To know the effects technology can have on mental health.

Unit: Safety taught across the school in Spring 2

Year Group	Topic/Theme	Outcome
Year 1	<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> Learning what is and is not safe to put in or on our bodies. 	<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.
	<p>Basic First Aid</p> <ul style="list-style-type: none"> Practising making an emergency phone call. 	<p>Basic First Aid</p> <ul style="list-style-type: none"> To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.
Year 2	<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines. 	<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can.
Year 3	<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make. 	<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> To understand that other people can influence our choices.
	<p>Basic First Aid</p> <ul style="list-style-type: none"> Learning what to do in a medical emergency, including calling the emergency services. 	<p>Basic First Aid</p> <ul style="list-style-type: none"> To know that bites or stings can sometimes cause an allergic reaction. To know that it is important to maintain the safety of myself and others, before giving first aid.
Year 4	<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> Discussing the benefits of being a non-smoker. 	<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> To understand the risks associated with smoking tobacco
	<p>Basic First Aid</p> <ul style="list-style-type: none"> Learning how to help someone who is having an asthma attack. 	<p>Basic First Aid</p> <ul style="list-style-type: none"> To know that asthma is a condition which causes the airways to narrow.
Year 5	<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> Learning to make 'for' and 'against' arguments to help with decision making. 	<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> To know some strategies I can use to overcome pressure from others and make my own decisions.
	<p>Basic First Aid</p> <ul style="list-style-type: none"> Learning about how to help someone who is bleeding. 	<p>Basic First Aid</p> <ul style="list-style-type: none"> To know how to assess a casualty's condition.

Year 6	Drugs, alcohol and tobacco <ul style="list-style-type: none"> Discussing the reasons why adults may or may not drink alcohol. 	Drugs, alcohol and tobacco <ul style="list-style-type: none"> To understand the risks associated with drinking alcohol.
	Basic First Aid <ul style="list-style-type: none"> Learning how to help someone who is choking. 	Basic First Aid <ul style="list-style-type: none"> Placing an unresponsive patient into the recovery position. To know how to conduct a primary survey (using DRSABC).

Unit: Changing Me (Jigsaw) taught across the school in Summer 2

Year Group	Topic/Theme	Outcome
EYFS	The Changing Body <ul style="list-style-type: none"> Learning the names of parts of the body Identifying how we have changed since we were babies 	The Changing Body <ul style="list-style-type: none"> To understand the names of body parts To understand that we all grow from babies to adults
Year 1	The Changing Body <ul style="list-style-type: none"> Identify changes that we have gone through (physical, emotional and social) Identify how the body has changed since a baby Identify the parts of the body that make boys different to girls. Identify which parts of the body are private. 	The Changing Body <ul style="list-style-type: none"> To understand and accept that changes are okay and that they will sometimes happen whether we want them to or not. To understand that growing and changing is natural and happens to everybody at different rates. To understand the differences of boys and girls bodies To use correct names for body parts. To understand that everyone has a right to say no and have their body respected.
Year 2	The Changing Body <ul style="list-style-type: none"> Identify the natural physical changes from young to old. Recognise how the body changes naturally. Learning independence in personal care Recognise the physical differences between boys and girls Learn the correct names for body parts. Explore the meaning of consent and no. 	The Changing Body <ul style="list-style-type: none"> To understand that growing and changing is natural and happens to everybody at different rates. To understand the differences of boys and girls bodies To use correct names for body parts. To understand that everyone has a right to say no and have their body respected.
Year 3	The Changing Body <ul style="list-style-type: none"> Explore the way the body changes on the outside and the purpose for this Explore the way the body changes on the inside and the purpose for this. 	The Changing Body <ul style="list-style-type: none"> To understand why the body changes To recognise how the body has changed over time. To recognise their own feelings about the changes.

Year 4	<p>The Changing Adolescent Body</p> <ul style="list-style-type: none"> • Explore 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. • Identify strategies to help cope with the physical and emotional changes that will be experienced during puberty 	<p>The Changing Adolescent Body</p> <ul style="list-style-type: none"> • To understand the process of menstruation • To identify how the body changes and why • To explore and understand emotional changes
Year 5	<p>The Changing Adolescent Body</p> <ul style="list-style-type: none"> • Recognise how a girl’s body changes during puberty • Identify how to look after yourself physically and emotionally • Recognise that puberty is a natural process that happens to everybody • Recognise how a boys body changes during puberty 	<p>The Changing Adolescent Body</p> <ul style="list-style-type: none"> • To understand the changes a female body goes through during puberty. • To understand the key elements of menstruation. • To explore how to look after physical and mental wellbeing during puberty
Year 6	<p>The Changing Adolescent Body</p> <ul style="list-style-type: none"> • Recognise how a girl’s body changes during puberty • Identify how to look after yourself physically and emotionally • Recognise my own thoughts and feelings during this change. 	<p>The Changing Adolescent Body</p> <ul style="list-style-type: none"> • To understand the changes a female body goes through during puberty. • To understand the key elements of menstruation. • To explore how to look after physical and mental wellbeing during puberty

Health Education Outcomes from the Relationships, Health and Sex Education Statutory Guidance

Mental wellbeing	<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
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	<ul style="list-style-type: none"> • 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	<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	<ul style="list-style-type: none"> • 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	<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	<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	<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

	<ul style="list-style-type: none"> • 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	<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	<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

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, ‘Sex Education is not compulsory in primary schools. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education ‘should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born’. At Rivermead Primary School, we believe children should understand the facts about human reproduction before they leave primary school so will provide children an age-appropriate sex education within our PSHE including RSHE lessons in the second part of Summer Term using the Jigsaw Unit “Changing Me”. We define Sex Education as any lesson which describes sexual intercourse, conception, pregnancy and birth (as a result of sexual intercourse).

At Rivermead School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Unit. Other topics are covered by the National Curriculum Science which are detailed below:

The National Curriculum for Science covers:

- naming the main external parts of the human body,
- the human body as it grows from birth to old age (including puberty),
- processes of reproduction and growth in animals and
- reproduction in some plants.

We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this in the following Jigsaw Changing Me Unit lessons:

Year 4	Inside Body Changes	<p>Children identify how boys' and girls' bodies change on the inside during the growing up process (puberty) and can tell you why these changes are necessary so that their bodies can make babies when they grow up. Animations are used in this lesson.</p> <p>Children express how they feel about these changes happening to them and know how to cope with these feelings</p> <p>NB – children are not taught about how the sperm and egg come together but instead that to bodies develop sperm and eggs during puberty and you need sperm and egg to make a baby.</p>
	Having a baby	<p>Children will learn to correctly label the internal and external parts of male and female bodies that are necessary for making a baby and in simple terms how this happens. Animations are used in this lesson.</p> <p>Children will explore that having a baby is a personal choice and can express how they feel about having children when they are an adult.</p>
Year 5	Conception	<p>Children learn that sexual intercourse can lead to conception and that this is how babies are usually made. Animations are used in this lesson.</p> <p>Children learn that sometimes people need IVF to help them have a baby.</p>
Year 6	Babies: Conception to Birth	<p>Children describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Animations are used in this lesson.</p> <p>Children recognise how they feel when they reflect on the development and birth of a baby.</p>