



Covingham Park Primary School

Health and Relationships Education including RSE and PSHE

Caring for Pupils, Promoting Success

Our vision is to provide every child with an outstanding start to their education which will equip them with necessary skills to meet future changes and challenges throughout their life.

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Introduction

Personal, Social and Health Education help to give pupils the knowledge, skills and understanding to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The study of PSHE enables children to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens through taking a responsible attitude towards others and the environment
- Develop a healthy, safer lifestyle, including their physical, mental and emotional well-being (this would include Relationships Education, Relationships and Sex Education (RSE) and Health Education.
- Develop good relationships and respect and celebrate differences between people.

Responsibilities

This policy outlines the teaching, organisation and management of PSHE taught and learnt at Covingham Park Primary School. **PSHE will become a statutory subject in September 2020**, statute such as

The Human Rights Act, Education Act 2002 and The Equality Act 2010 alongside national guidance, such as Working together to Safeguard Children and Keeping Children Safe in Education, DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. February 2019 have had a significant influence over this policy.

The policy has been agreed by staff and governors. The implementation of this policy is the responsibility of all staff. Monitoring and reviewing is the responsibility of Healthy School Lead. Evaluation of the policy is the responsibility of the SLT and governors.

Our Aims

Through our teaching of PSHE we aim to:

- Develop an awareness of social, economic, political and ecological issues
- Nurture mutual trust and respect between individuals, groups and the wider community
- Develop empathy, patience and tolerance

- Encourage the development of informed and responsible healthy life choices
- Develop positive attitudes towards health
- Foster self-respect and self-esteem among all members of the community
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens

Links to English, Maths and Computing

Activities will be planned according to the age and experience of children. However, we will respond flexibly to the needs of children as they arise. A range of teaching strategies and learning styles will be used including:

- Circle time
- Imaginative writing
- Reflection and sharing
- Role play and drama
- The use of ICT
- Visits and visitors when appropriate
- Whole class and structured group work
- Peer education
- Play and games (playground buddies)
- School council
- Collective Worship

Procedures and Practice

Most of the PSHE curriculum is taught using the PSHE Association Programme of Study. This has been grouped into the themes of Relationships, Health and Wellbeing and Living in the Wider World and then further into question based units for each year group.

- The mode of working in PSHE is a mix of class teaching, cooperative groups and individual work.
- PSHE work recorded in individual PSHE books.

When teaching PSHE we:

- Always explain ground rules and the necessity to respect privacy of confidences.
- Ensure children know that teachers cannot provide complete confidentiality in order for us to effectively safeguard their well being.
- Create opportunities to reflect, and self evaluate their learning
- Vary the resources and activities to ensure each pupil can learn effectively
- Use starters and plenaries to ensure students fully understand what they are learning, how they learn and how well they are progressing

The role of the Healthy Schools Lead is to:

- Support colleagues in planning and teaching subject content and skills
- Support colleagues in assessing pupil attainment and progress
- Monitor progress across the school
- Audit current practice, write, implement and evaluate action plans
- Use the budget effectively to renew and update resources to deliver the curriculum
- Keep abreast of developments in PSHE, review policy and procedure.

High quality, evidence-based and age-appropriate teaching of PSHE can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

This policy also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

At CPPS we choose to deliver relationships and sex education as part of a timetabled PSHE programme. The Healthy Schools lead works closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement, and do not duplicate, content covered in national curriculum subjects such as citizenship, science, computing and PE.

We are aware that for many young people the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world and by secondary school age some are likely to be spending a substantial amount of time online. Where topics and issues outlined in this guidance are likely to be encountered by pupils online, we take this into account when planning how to support them in distinguishing between different types of online content and making well-founded decisions.

More broadly, the internet and social media have other important characteristics which young people should be aware of in order to help them use them discriminately. For example, social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face to face situations, and some users present highly exaggerated or idealised profiles of themselves online. Some platforms attract large numbers of users with similar, sometimes extreme, views, who do not welcome dissent or debate. Young people should be aware that certain websites may share personal data about their users, and information collected on their internet use, for commercial purposes (i.e. to enable targeted advertising). In addition, criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. We take these factors into account when planning teaching of

these subjects and consider the overlap with their wider curriculum to ensure pupils know how to keep themselves and their personal information safe.

We are members of the PSHE Association, who provide guidance and Quality Marked resources. Teachers plan a sequence of learning from the given objectives for the unit they are teaching, although the Healthy Schools Lead has provided useful examples of school facing lesson plans and resources, teachers ensure that they tailor the lessons to fit their classes and the needs of their class and individuals within it. Factors such as the religious background or family circumstances including LAC or PLAC, of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. We ensure we comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

Our teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Equality

We are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and ' advice.

Under the provisions of the Equality Act, we must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership¹¹, or sexual orientation (collectively known as the protected characteristics). We also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Provisions within the Equality Act allow schools to 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.

We consider the makeup of our student body and consider what we can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

We are alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.

Senior staff are aware of the Department's advice, Sexual violence and sexual harassment between children in schools and colleges. All staff follow the school procedures on reporting concerns and disclosures.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> The advice sets out what sexual violence and

sexual harassment are, the current evidence on their prevalence in schools and colleges, how to minimise the risk of them occurring and what to do when they do occur or are alleged to have occurred. We are aware of the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment should be taken seriously; staff should be aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and that it is more likely that it will be perpetrated by males. However, males can also be the victims of sexual violence and it can also happen in same-sex relationships. It is, however, essential that assumptions are not made about the behaviour of boys and young men and that they are not made to feel that this behaviour is an inevitable part of being male; most young men are respectful of young women and each other. An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults.

Pupils with special educational needs and disabilities (SEND)

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects. We ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Lesbian, Gay, Bisexual and Transgender (LGBT)

In teaching Relationships Education and RSE, we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We must 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. We should ensure that all of their teaching is sensitive and age appropriate in approach and content.

Working with parents/carers and the wider community

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

We try to work closely with parents when planning and delivering these subjects. We ensure that parents know what will be taught and when, and clearly communicate the

fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents should be given opportunities to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum. Details of the curriculum can be found on the school website. In Lower school class notices will be updated on the days that we are teaching the Sex Education component of RSE to help support parents in managing conversations with their children on these issues. In year 5 and 6 parents and carers are invited into school to discuss what will be taught, address any concerns and help support parents in managing conversations with their children on these issues. This can be an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe. It is important through such processes to reach out to *all* parents, recognising that a range of approaches may be needed for doing so.

Right to be excused from sex education (commonly referred to as the right to withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE

. There is no right to withdraw from Relationships Education or Health Education.

Relationships Education (Primary)

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught 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 such as establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact .

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, families with a mother and father, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

By the end of primary school:

Families and people who care for me	<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 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.
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	<ul style="list-style-type: none"> 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 marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<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.
Respectful relationships	<p>Pupils should know</p> <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.
	<ul style="list-style-type: none"> 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	<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 (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.]

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. We consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class. Quality Marked resources for Relationships Education and guidance from the PSHE Association gives staff the confidence they need to manage these difficult questions.

Sex Education (Primary)

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in the guidance from the DfE therefore focuses on Relationships Education.

The guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. At CPPS we choose to teach some aspects of sex education additional content on sex education to meet the needs of their pupils. This follows the Guidance from the DfE, SBC and PSHE Association. This ensures 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 CPPS we have decided to teach Sex Education following the guidance from the DfE, SBC, PSHE Association, and MEDWAY PRIMARY PSHE EDUCATION RELATIONSHIPS AND SEX EDUCATION lesson plans.
An overview follows

Year 1	<p>Theme - Relationships</p> <p>Unit Autumn 1 What is the same and different about us?</p> <p>Objectives - Ourselves and others; similarities and differences; individuality; our bodies</p> <ul style="list-style-type: none"> • PSHE Assoc PoS refs: R13, H25 • to use the correct names for the main parts of the body, excluding external genitalia; and that parts of bodies covered with underwear are private.
Year 2	<p>Theme - Relationships</p> <p>Unit Autumn 1 What is bullying?</p> <p>Behaviour; bullying; words and actions; respect for others</p> <p>PSHE Assoc PoS refs: R16, R17, R18, R19, R20</p> <ul style="list-style-type: none"> • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • <p>Theme - Relationships</p> <p>Unit Spring 2 What helps us to stay safe?</p> <p>Keeping safe; recognising risk; rules</p> <p>PSHE Assoc PoS refs: R16, R17, R18, R19, R20</p> <ul style="list-style-type: none"> • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them
Year 3	<p>Theme Health and wellbeing</p> <p>Unit Autumn 2 What keeps us safe?</p> <p>Keeping safe; at home and school; our bodies; hygiene; medicines and household products</p> <p>PSHE Assoc PoS refs: R22, R24, R25, R26, R28, R29</p> <ul style="list-style-type: none"> • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable <p>Theme Relationships</p> <p>Unit Spring 1 What are families like?</p> <p>Families; family life; caring for each other</p> <p>PSHE Assoc PoS refs: R5, R6, R7, R8, R9</p> <ul style="list-style-type: none"> • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
Year 4	<p>Theme Health and wellbeing</p> <p>Unit Summer 1 How will we grow and change?</p> <p>Growing and changing; puberty</p> <p>PSHE Assoc PoS refs: H14, H30 H31, H32, H34</p> <ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams. • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty

Year 5	<p>Theme Relationships</p> <p>Unit Spring 2 How can friends communicate safely?</p> <p>Friendships; relationships; becoming independent; online safety</p> <p>PSHE Assoc PoS refs: R1, R18, R22, R23, R24, R26, R28, R29, L11, L15</p> <ul style="list-style-type: none"> about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family how to respond if a friendship is making them feel worried, unsafe or uncomfortable how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety
Year 6	<p>Theme Relationships</p> <p>Unit Summer 1& 2 What will change as we become more independent?</p> <p>How do friendships change as we grow?</p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school</p> <p>PSHE Assoc PoS refs: H24 H30 H33 H34 R2 R3 R4 R5 R6 R16</p> <ul style="list-style-type: none"> how puberty relates to growing from childhood to adulthood about the reproductive organs and process - how babies are conceived and born and how they need to be cared for that there are ways to prevent a baby being made² <p>²Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made.</p> <p>Theme Health and Wellbeing</p> <p>Unit Autumn 1 & 2 How can we keep healthy as we grow?</p> <p>PSHE Assoc PoS refs: H45</p> <p>that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else¹</p>

Parents should be given every opportunity to understand the purpose and content of Sex Education. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum. Letters go out to all parents and carers detailing what will be taught and when and further details can be found on the school website. In Lower school class notices will be updated on the days that we are teaching RSE to help support parents in managing conversations with their children on these issues. In year 5 and 6 parents and carers are invited parents into school to discuss what will be taught, address any concerns and help support parents in managing conversations with their children on these issues. This can be an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe. It is important through

such processes to reach out to *all* parents, recognising that a range of approaches may be needed for doing so.

Right to be excused from sex education (commonly referred to as the right to withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE but not from any part of the science curriculum. The head teacher may meet to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process will be documented to ensure a record is kept.

Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child.

This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion

- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Physical health and mental wellbeing

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.

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.

It is important to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them 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. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. We endeavour to create an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

The guidance for the DFE sets out core areas for health and wellbeing that are appropriate for primary pupils.

Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

Menstruation

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including

with requests for menstrual products. We need to consider the needs of each cohort of pupils in designing this content.

Schools have flexibility to design and plan age-appropriate subject content, but this guidance sets out core areas for health and wellbeing that are appropriate for primary and secondary aged pupils.

Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

Physical health and mental wellbeing: Primary

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Drug Education

The aims of drug education are to:

Increase pupils' knowledge and understanding and to clarify their misconceptions about:

- The roles that medicines and other drugs have in our society
- The short and long term risks of drug misuse
- The rules and laws relating to drugs

Develop pupils' personal and social skills to make informed decisions and keep themselves safe and healthy, including:

- Assessing, avoiding and managing risk
- Communicating effectively
- Resisting pressures
- Finding information, help and advice
- Devising problem solving and coping strategies
- Developing self awareness and self esteem

Enable pupils to explore their own and other people's attitudes towards drugs, drug use and drug users, including challenging stereotypes and exploring media and other influences.

Pupil Welfare & Support:

It is the guiding principle of this school that:

“The welfare of the child and their peers is paramount”.

It is recognised that problems with drug use can affect any of our children and young people, and may include:

- Accidental exposure to a substance or drug equipment (e.g. discarded needles)
- Parental or sibling drug misuse – it is recognised that drug misuse within the family can have a major impact on a child or young person
- Experimental or recreational use of a drug leading to problems such as accidents while under the influence, becoming involved with an older drug using group
- Developing a dependency on a drug, either physical or psychological

- Health related problems, either immediate such as collapse or unconsciousness, or longer term such as effects on breathing
- Mental and emotional health problems, including depression and anxiety
- Exclusion from their peer group, negative effects on relationships and friendships
- Difficulties with behaviour at school leading to exclusion
- Involvement in criminality and/or anti-social behaviour

A young person's own drug use can be:

- The main cause for concern
- A symptom of a deeper more complex difficulty
- One of a number of inter-related issues or concerns

Following actions to preserve safety, the health and emotional needs of pupils will be considered. This will include offering supporting through the pastoral system to ensure a caring response to pupils in distress. Interventions will be considered if the school feels that any pupil is showing signs which indicate particular risks of, or from, involvement with drugs, whether their own or their parents. Such interventions could include consultation with parents and other agencies, possible case conference and subsequent referral to services that can provide early interventions either within the school setting or externally.

Particularly Vulnerable Children:

The school recognises that children having difficulties in their lives are more likely to begin drug use at an early age, more likely to become involved in using or supplying drugs, and more likely to be in households where parents/carers have drug problems.

Risk factors for children include:

- Being looked after/in care

- Chaotic home environment
- Unstable accommodation
- Parents/carers or siblings having drug problems and/or mental health problems
- Behavioural disorders
- School truants/refusers
- Exclusion from school
- Traumatic experiences such as abuse, neglect, bereavement, loss and family break-up.
- In contact with mental health and criminal justice systems
- Friendships with anti-social or older peers

Pupils living with associated risk factors will receive on going support through the school's pastoral care system. Their welfare will be monitored regularly, and the school will be represented whenever possible at any multi-agency meetings, such as Local Preventative Groups (LPGs) or Child Protection conferences.

Confidentiality:

Complete confidentiality can never be promised to a pupil, though information given in confidence will not be disclosed to anyone else unless appropriate. If a pupil discloses that they are using a drug without medical or parent authorisation, the safety of the child will be the priority. Action will be taken to ensure the pupil comes to no serious harm, which may include one-to-one drug education, sharing information with parents/carers, the school nurse and other external services.

Disclosure of parental drug use will be treated sensitively, with consideration of the parent's confidentiality and safeguarding children (child protection) procedures.

By the end of primary school:

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

Delivery and teaching strategies

National curriculum subjects: citizenship, science, computing and PE

Relationships Education, RSE and Health Education complement several national curriculum subjects. We should look for opportunities to draw links between the subjects and integrate teaching where appropriate. There continues to be no right of withdrawal from any part of the national curriculum.

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

The national curriculum for computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

We have considered how Relationships Education, RSE and Health Education complement existing national curriculum subjects and whole school approaches to wellbeing and health. For example, health education can complement what is taught through PE by developing core knowledge and broader understanding that enables people to lead healthy, active lives and citizenship can complement all of the new subjects in the coverage of law.

Safeguarding, reports of abuse and confidentiality

Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

KCSIE is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Where CPPS invites external agencies in to support delivery of these subjects, they must agree in advance of the session how a safeguarding report should be dealt with by the external visitor. It is important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

There are some important points for teachers in terms of how they approach this content and how they consider their planning. When teaching the new subjects, schools should be aware that children may raise topics including self-harm and suicide. In talking about this content in the classroom, teachers must be aware of the risks of encouraging or making suicide seem a more viable option for pupils and avoid material being instructive rather than preventative. To avoid this, they should take care to avoid giving instructions or methods of self-harm or suicide and avoid using emotive language, videos or images. *Teacher Guidance: preparing to teach about mental health and emotional wellbeing* provides useful support for teachers in handling this material.

If teachers have concerns about a specific pupil in relation to self-harm or suicidal ideation or attempts, they must follow safeguarding procedures.

Assessment

We should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Assessment should be used to identify where pupils need extra support or intervention.

Accountability

Key aspects of Relationships Education, RSE and Health Education are in scope for Ofsted inspection; for example, through inspectors' consideration of pupils' personal

development, behaviour and welfare; and pupils' spiritual, moral, social and cultural development.