Endon Hall Primary & Nursery School

'Learning together and having fun'

Relationships, Sex & Relationships and Health Education Policy

Policy in place: July 2019   **Reviewed**: June 2020; June 2021; June 2022   **Review date:** June 2023

	Member of staff responsible	**Governor**	**Senior member of staff**
Relationships, Sex & Relationships and Health Education	Mr R Harrison	Pupil & Curriculum sub committee	Miss V Lewis

Contents: Introduction

Introduction

At Endon Hall Primary & Nursery School we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to Relationships and Health Education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught Sex Education. At Endon Hall Primary & Nursery School our Sex Education curriculum will not go beyond that which is statutory within the Science National Curriculum.

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

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

1. Legal framework

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

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

1.2. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND & Inclusion Policy
- Equality Policy
- Harmful Sexual Behaviour Policy
- Peer on Peer Abuse Policy
- Anti-Bullying Policy
- Online Safety Policy
- Guests & Visitors in School Policy

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

2.2. The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.

- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

2.3. The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery and planning of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

2.4. Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

2.5. In line with 2.4, all teachers will be delivering relationships, sex and health education to their class.

2.6. The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of ISAs in order to meet pupils' individual needs.

3. Organisation of the curriculum

3.1. Every primary school is required to deliver statutory relationships education and health education from September 2020. We rolled out the teaching of the new statutory RSHE content in September 2019, following consultation with parents on the policy during the Summer Term 2019, as we felt well prepared to do so and are committed to its content and its wider aspects being rooted in our curriculum.

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

3.3. For the purpose of this policy, **"health education"** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

[Schools are free to determine whether relationships and health education will be delivered as part of their RSHE curriculum, as a joint subject, or as standalone subjects. At Endon Hall Primary & Nursery School Relationships and Health Education will be delivered as part of the RSHE curriculum.

3.4. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's Relationship, Sex and Health curriculum.

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

3.6. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

3.7. The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

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

- Questionnaires and surveys
- Meetings
- Newsletters and letters
- Parent drop-in sessions
- Teacher-parent consultations

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

- Organising a meeting with the headteacher.
- Emailing office@endonhall.staffs.sch.uk
- Submitting written feedback into the suggestions box in the school office.

3.10. The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

3.11. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

4. Consultation with parents

4.1. The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

4.2. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in Section 3 of this policy.

4.3. Parents are provided with the following information:

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

4.4. The school aims to build positive relationships with parents by ensuring parents are clear what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

4.5.   Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

5.   Relationships education overview

Families and people who care for me

5.1.   By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

5.2.   By the end of primary school, pupils will know:

- 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, but 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.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

5.3.   By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.

- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

5.4. By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

5.5. By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and 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 seek advice, for example, from their family, their school and other sources.

6. Relationships education per year group

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

6.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.

6.3. The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school (Appendix 1).

Family	Understanding the World
	Range 4:
	• Has a sense of own immediate family and relations and pets
	• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird
	• Learns that they have similarities and differences that connect them to, and distinguish them from, others
	Range 5:
	• Shows interest in the lives of people who are familiar to them
	• Enjoys joining in with family customs and routines
	• Remembers and talks about significant events in their own experience
	• Recognises and describes special times or events for family or friends
	• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
Friends	Understanding the World
	Range 4:
	• Beginning to have their own friends
	• Learns that they have similarities and differences that connect them to, and distinguish them from, others
	Range 5:
	• Recognises and describes special times or events for family or friends
	• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family
	PSED (Personal, Social and Emotional Development)
	Range 4:
	• Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like
	• Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest
	• Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves
	• Is gradually learning that actions have consequences but not always the consequences the child hopes for
	• Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions
	• Responds to the feelings of others, showing concern and offering comfort
	• May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions
	• Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows.
	Range 5:
	• Seeks out companionship with adults and other children, sharing experiences and play ideas
	• Uses their experiences of adult behaviours to guide their social relationships and interactions
	• Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it
	• Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers
	• Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play
	• Enjoys a sense of belonging through being involved in daily tasks

	• Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings

6.5. Reception

Myself and others	Understanding the World Range 6: • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions PSED (Personal, Social and Emotional Development) Range 6: • Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others • Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking • Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support • Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations • Is proactive in seeking adult support and able to articulate their wants and needs • Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship • Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. ELG: •Work and play cooperatively and take turns with others. •Form positive attachments to adults and friendships with peers. •Show sensitivity to their own and to others' needs.
Family networks	Understanding the World Range 6: • Enjoys joining in with family customs and routines • Talks about past and present events in their own life and in the lives of family members • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions PSED (Personal, Social and Emotional Development) Range 6: • Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship ELG: •Work and play cooperatively and take turns with others.

	•Form positive attachments to adults and friendships with peers. •Show sensitivity to their own and to others' needs.

6.6. **Year 1**

Family	• that families are important for children growing up because they can give love, security and stability. • the conventions of courtesy and manners
Friendships	• how important friendships are in making us feel happy and secure, and how people choose and make friends. • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
Health (including first aid)	• 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) • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • 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.
Resilience	• Learn different techniques to be resilient

6.7. **Year 2**

Family differences	• 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 maybe of different types, are at the heart of happy families, and are important for children's security as they grow up
Positive relationships	• 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.
Decision making	• To know how to make important decisions in different circumstances
Resilience	• Learn different techniques to be resilient

6.8. **Year 3**

Online Relationships	• 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. • that people sometimes behave differently online, including by pretending to be someone they are not.
Happy Relationships	• 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 • The importance of permission-seeking and giving in relationships with friends, peers and adults
Self-esteem	• what is meant by self-esteem • to learn ways to build self esteem
Resilience	• Learn different techniques to be resilient

6.9. **Year 4**

Online Relationships	• 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.
Thinking, feeling, doing- changing relationships	• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • 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. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from other if needed.
Assertiveness	• Look at different situations an how to be assertive
Resilience	• Learn different techniques to be resilient

6.10. **Year 5**

Online Relationships	• 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
Building good relationships	• 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
Challenging gender stereotypes	• what a stereotype is, and how stereotypes can be unfair, negative or destructive • how are we moving away from gender roles today
Resilience	• Learn different techniques to be resilient

6.11. **Year 6**

Online Relationship	• 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.
Respectful relationships	• the importance of self-respect and how this links to their own happiness. • 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.
Transitions in life/aspirations	• aims for the future • how will my life change in the near/distant future
Resilience	• Learn different techniques to be resilient

7. Health education overview

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

Mental wellbeing

7.2.   By the end of primary school pupils will know:

- 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 and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they 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), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the 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

7.3.   By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why 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 (inclusive of 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

7.4.   By the end of primary school, pupils will know:

- 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 by 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

7.5.   By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

7.6.   By the end of primary school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

7.7.   By the end of primary school, pupils will know:

- 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 and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid

7.8.   By the end of primary school, pupils will know:

- 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

7.9.   By the end of primary school, pupils will know:

- 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 and key facts relating to the menstrual cycle.

8.   Health education per year group

8.1.   The school always considers the age and development of pupils when deciding what will be taught in each year group.

8.2.   The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school (Appendix 1)

8.3.   **Nursery**

Safety/First Aid	Physical Development
	Range 4:
	• Begins to recognise danger and seeks the support and comfort of significant adults
	Range 5:
	• Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely
Hygiene	Physical Development
	Range 4:
	• Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support
	Range 5:
	Can wash and can dry hands effectively and understands why this is important • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.

8.4. Reception

Safety/first Aid	Physical Development – Moving and Handling and Health and Self-care
	Range 6:
	• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others • Shows understanding of how to transport and store equipment safely • Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience
	ELG:
	Negotiate space and obstacles safely, with consideration for themselves and others.
Hygiene	Physical Development – Moving and Handling and Health and Self-care
	Range 6:
	• Usually dry and clean during the day.
	•Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
	ELG:
	• Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently and understanding the importance of healthy food choices.

8.5. Year 1

Healthy eating/ Healthy bodies	• 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) • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist..
First Aid	• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries

8.6. Year 2

Looking after the body	• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • what constitutes a healthy diet (including understanding calories and other nutritional content).
First aid	• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

8.7. Year 3

Sleepy Heads	• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
Caring for our skin	• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
Being safe	• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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.

8.8. Year 4

Signs of illness	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
What is puberty?	• describe the changes as humans develop to old age (Year 4 & Year 5)
Being safe	• 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 • 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.

8.9. Year 5

Fighting fit	• the facts and science relating to immunisation and vaccination
Changes in Puberty	• describe the changes as humans develop to old age (Year 4 & Year 5)
Keeping safe	• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • 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.

8.10. Year 6

Puberty and reproduction	• 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.

Healthy behaviours	• the characteristics of a poor diet and risks associated with unhealthy behaviours (e.g. the impact of alcohol on diet or health). • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Keeping Safe	• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • 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.

8a.   'Pants' programme

As part of the Relationships, Sex and Health curriculum, The NSPCC 'Pants' programme will be delivered to children in EYFS and KS1. The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years (Appendix 1). The programme will be delivered through a range of texts to support the themes.

Parents will be informed of the programme through this policy and a parent letter (Appendix 2).

Nursery

Year group	Objectives	Links to the Relationship, Sex and Health education Curriculum
Nursery	• understand and learn the PANTS rules • name body parts and know which parts should be private • know the difference between appropriate and inappropriate touch • understand that they have the right to say "no" to unwanted touch • start thinking about who they trust and who they can ask for help. Text - Some parts are not for sharing By Julie Le Frederico	Personal social and emotional Managing feelings and behaviour. • to talk about their own and others' behaviour, its consequences, and to know that some behaviour is unacceptable Making relationships • to form positive relationships with adults and others.

Reception

	Objectives	Links to the Relationship, Sex and Health education Curriculum
Reception	• understand and learn the PANTS rules • name body parts and know which parts should be private • know the difference between appropriate and inappropriate touch • understand that they have the right to say "no" to unwanted touch • start thinking about who they trust and who they can ask for help. Text - No trespassing: this is my body By Pattie Fitzgerald	Personal social and emotional Managing feelings and behaviour. • to talk about their own and others' behaviour, its consequences, and to know that some behaviour is unacceptable Making relationships • to form positive relationships with adults and others.

Year 1

	Objectives	Links to the Relationship, Sex and Health education Curriculum
Year 1	• understand and learn the PANTS rules • name body parts and know which parts should be private • know the difference between appropriate and inappropriate touch • understand that they have the right to say "no" to unwanted touch • start thinking about who they trust and who they can ask for help. Text - I said no!': a kid-to-kid guide to keeping private parts private By Zach King and Kimberly King	Health • ways of keeping physically and emotionally safe • what sorts of boundaries are appropriate in friendships with peers and others. • 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. Relationships • 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

Year 2

	Objectives	Links to the Relationship, Sex and Health education Curriculum
Year 2	• understand and learn the PANTS rules • name body parts and know which parts should be private • know the difference between appropriate and inappropriate touch • understand that they have the right to say "no" to unwanted touch • start thinking about who they trust and who they can ask for help. Text - No means no: teaching children about personal boundaries, respect and consent; empowering kids by respecting their choices and their right to say, 'no' By Jayneen Sanders	Health • ways of keeping physically and emotionally safe • what sorts of boundaries are appropriate in friendships with peers and others. • 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. Relationships • 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

9. Sex education

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

9.2.   The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

9.3.   At Endon Hall Primary & Nursery School, we do not teach pupils sex education beyond what is required of the Science curriculum.

10.   Delivery of the curriculum

10.1.   The relationships, sex and health curriculum will be delivered as part of our relationship and health lessons.

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

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

10.3.   The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.

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

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

10.6.   Pupils will be taught about LGBTQ+ in Year 6. However, we will always consider the development and maturity of pupils before teaching this topic.

10.7.   The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

10.8.   Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

10.9.   Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

10.10.   Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

10.11.   Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

10.12.   Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.

10.13.   Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

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

10.15.   Activities will be planned to ensure all children are actively involved, matching their different learning styles.

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

10.17. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

10.18. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

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

10.20. At all points of delivery of this programme, parents will be consulted, and their views will be valued.

10.21. Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:
- Group tasks
- Projects
- Independent writing
- Group discussions

11. Working with external experts

11.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.

11.2. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitors & Guests in School Policy.

11.3. The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.

11.4. Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

11.5. The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.

11.6. The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

11.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

12. Equality and accessibility

12.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:
- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

12.2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

12.3. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

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

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

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

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

13.   Curriculum links

13.1. The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

13.2. Relationships, sex and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about Online Safety including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

14.   Withdrawing from the subject

14.1. Relationships and health education became statutory in September 2020. Consequently, parents **do not** have the right to withdraw their child from these subjects.

15.   Behaviour

15.1. The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another. Any common themes will be addressed further through RSHE sessions, by teachers responding to the needs of their class on a day to day basis.

15.2. Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

15.3. Any occurrence of these incidents will be reported to a member of school staff, who will then deal with the incident following the processes in our Behaviour Policy and Anti-Bullying Policy.

15.4. The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

16. Staff training

16.1. All staff members at the school will undergo training as and when updates are needed to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.

16.2. Members of staff responsible for teaching the subjects will undergo relevant training, led by the relationships, sex and health education subject leader and/or external providers, to ensure they are fully equipped to teach the subjects effectively.

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

17. Confidentiality

17.1. Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

17.2. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

17.3. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

17.4. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

18. Monitoring quality

18.1. The relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

18.2. The relationships, sex and health education subject leader will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Learning walks
- Feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

18.3. The relationships, sex and health education subject leader will create an annual subject report for the headteacher and governing board to report on the quality of the subjects.

18.4. The relationships, sex and health education subject leader will work regularly and consistently with the headteacher and link governor, e.g. through review meetings, to evaluate the effectiveness of the subjects and implement any changes.

19. Monitoring and review

19.1. This policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher. The next scheduled review date for this policy is June 2023.

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

19.3. The governing board is responsible for approving this policy.

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

Appendix 1

Topics	Nursery	R	Y1	Y2	Y3	Y4	Y5	Y6
	Pants	Pants	Pants Speak out. Stay Safe NSPCC	Pants Speak out. Stay Safe NSPCC	Keeping Safe Speak out. Stay Safe NSPCC	Keeping Safe Speak out. Stay Safe NSPCC	Keeping Safe Speak out. Stay Safe NSPCC	Keeping Safe Speak out. Stay Safe NSPCC
	Friends	Myself and others	Family	Family differences	Online relationships	Online relationships	Online relationships	Online relationships
	Family	Family networks	Friendships	Positive relationships	Happy relationships	Thinking feeling doing- Changing relationships	Building good relationships	Respectful relationships
	Hygiene	Hygiene	Health eating/Healthy bodies	Looking after the body	Sleepy heads	Signs of illness	Fighting fit	Puberty and reproduction
	Safety-First aid	Safety-First aid	First aid	First Aid	Caring for our skin	What is puberty?	Changes in puberty	Healthy behaviours
			Choices	Decision making	Self esteem	Assertiveness	Challenging gender stereotypes	Transitions in life/aspirations
			Resilience	Resilience	Resilience	Resilience	Resilience	Resilience
Health Topics								
Relationship Topics								

Appendix 2

Date:

Dear Parent/Carer,

This Year, Nursery, Reception, Year 1 and 2 will be discussing the NSPCC's Underwear Rule in our Health and Relationships lessons. During these discussions we will aim to teach our pupils the following important safety skills without giving explicit information or telling scary stories. We will be teaching our pupils the NSPCC's Underwear Rule, using the 'PANTS' acrostic, which is like a green cross code for staying safe from sexual abuse.

PANTS stands for:

- Privates are private

- Always remember your body belongs to you

- No means no

- Talk about secrets that upset you

- Speak up, someone can help

The lessons will introduce a range of ideas, all delivered in a way that's fully age-appropriate.

These include:

- "appropriate" and "inappropriate" touching

- your child's right to say no to things that make them feel upset or uncomfortable

- naming parts of the body

- who your child can turn to if they ever feel upset or worried.

Although some parents may feel this is a sensitive area to discuss with their child, we feel that sharing messages such as these with children at an early age can be very beneficial in helping to protect your child. Research from the NSPCC also suggests that the messages are most valuable when taught at a young age.

If you would like to know more about the NSPCC's campaign and see how you can help keep your children safe in partnership with your child's school, more information can be found at nspcc.org.uk/underwearrule. If you have any questions or concerns, please don't hesitate to get in touch.

Yours sincerely,

Miss V Lewis
Headteacher