Relationship, Sex and Health Education policy

GRANBY PRIMARY SCHOOL

2020/ 2021

Approved by:		Date:
Last reviewed on:		
Next review due by:	January 2022	

Relationship, Sex and Health Education Policy (RSHE)

Rationale and Ethos

This policy covers our school's approach to Relationship, Sex and Health Education. It was produced by staff, governors and members of local schools. We define 'relationships, sex and health education' as 'enabling children to embrace the challenges of creating a happy and successful adult life.

We believe relationships, sex and health education is important for our pupils and our school because:

- It is giving children the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.
- It is about giving children the opportunity to put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- It is the recognition that everyone faces difficult situations in their lives and how relationship, sex and health education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

We view the partnership of home and school as vital in providing the context to both complement and reinforce what pupils learn at home about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as how to be healthy.

Our school's overarching aims for our pupils are:

- to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society
- to know how to be safe, including online
- to be healthy both mentally and physically
- to be able to manage their academic, personal and social lives in a positive way
- to demonstrate personal attributes including kindness, integrity, generosity, honesty, respect and tolerance in order to contribute to adult life in British society

We ensure RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). This will be achieved by ensuring content and teaching is differentiated to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we will ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.

We will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. As a school we will ensure we comply with the relevant provisions of the Equality Act 2010, recognising the protected characteristics. We make certain RSHE fosters equality by teaching age appropriate and developmentally appropriate content. It will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. Equality content will be integrated into programmes of study for RSHE within our PSHE curriculum and will not be taught as stand-alone units.

The intended outcomes of our programme are that pupils will:

- Know and understand the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- Understand they have a right to personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical touch. Recognise and know how to report abuse, including emotional, physical and sexual abuse.
- Understand they have a responsibility to treat each other with kindness, consideration and respect including when online. Understand the concept of privacy and the importance of seeking and giving permission.
- Develop the skills of being able to express their emotions and seek help where needed, to build friendship and recognise how this can support mental well-being.
- Develop the personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and sense of justice, and character traits such as perseverance, working towards long term goals, dealing with setbacks, resilience, permission seeking and giving, and the concept of personal privacy.
- Understand how the Equality Act 2010 relates to them as a child and through adult life, to recognise and challenge any form of discrimination.

Roles and Responsibilities

The RSHE programme will be led by RSHE coordinator and the PSHE coordinator with the support of senior leaders and the governing body. It will be taught by class teachers or higher level teaching assistants and delivered through the school curriculum and wider opportunities within the school. The aims and intended outcomes of our approach are encompassed within the school visions and values to promote learning. The RSHE programme will be supported by additional staff in school, appropriate external visitors and developed through advice from professional associations.

Governors

As well as fulfilling their legal obligations, the governing bodies or trustees should also make sure that:

- All pupils make progress in achieving the expected educational outcomes.
- The subjects are well led, effectively managed and well planned.
- The quality of provision is subject to regular and effective self-evaluation.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn.
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Headteacher and RSHE Leader

It is the responsibility of the Head Teacher, the RSHE co-ordinator and the PSHE coordinator to ensure that:

- Both staff and parents are informed about our PSHE and RSHE policy, and that the policy is implemented effectively.

- Staff are given sufficient training, so that they can teach about relationship and sex education effectively, and handle any difficult issues with sensitivity.
- They liaise with external agencies regarding the school RSHE programme, and ensure that all adults who work with our children on these issues are aware of the school policy, and work within its framework.
- They monitor this policy on a regular basis, and report to governors, when requested, on the effectiveness of the policy.

Adults working with children are entitled to:
- Access to high quality, up-to-date, accurate information, resources and training.
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSHE.
- Contribute their views and ideas in support of the development of RSHE for children.
- Professional guidance and support.
- Opportunities to share good practice.
- Be informed about issues of confidentiality and procedures to be followed.

External Visitors

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.

School will ensure:
- Validity of the visitor or visiting organisation's credentials.
- Teaching delivered by the visitor fits with the planned programme and published policy.
- Discussion occurs in relation to the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Review the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy.

Parents, carers and other adults in the community are entitled to:
- Accessible, accurate, up-to-date, information delivered in a way which meets their needs.
- A safe and supportive environment for their children.
- Information on how and when RSHE is taught.
- Understand their rights and responsibilities in relation to RSHE policy and curriculum.
- Be informed about issues of confidentiality and how it affects them and their children.
- Have their views and ideas received in a respectful, non-judgemental manner.

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.

The RSHE policy supports/complements the following policies:

- PSHE Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Equality Policy and statement
- Acceptable use of IT policy
- Care and management of Children Policy

Documents that inform the school's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory
- Safeguarding guidance (2019)
- Children and Social Work Act (2017)
- DFE guidance RSHE 2019

Curriculum Design

Our relationship and health education programme is an integral part of our whole school PSHE and is taught using the Cambridge scheme of work alongside external visitors such as the NSPCC, school nurses, health professionals, the police, The Red Cross, the Bikeability Team and other external professionals. We also value offsite visits to establishments such as Warning Zone to deliver our message of personal safety and to support pupils to make sound decisions when facing risks.

Our Sex Education programme is non-statutory and taught in the summer term of year 4, 5 and 6 using The Christopher Winton Project scheme of work. As this is a non-statutory element of the curriculum, parents are informed when the lessons are taught, permission is requested every year we teach it and parents are invited into school to view the lesson objectives and resources used.

High quality relationships and sex education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach RSHE on the understanding that:

- it is taught in the context of family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect, both in person and online;
- it makes a significant contribution to our duty to safeguard and protect all children;
- it plays a key role in improving health outcomes for children and young people such as risk taking behaviour, including online behaviour.

We teach about relationships and sex through different aspects of the curriculum. While we carry out the main RSHE in our PSHE curriculum, we also do some RSHE through the statutory science curriculum and other subject areas, such as PE and ICT. We believe all these contribute significantly to children's knowledge and understanding of positive relationships, their own bodies, and how they are changing and developing.

Our statutory relationship and health education provision will cover:

Relationships	Health and mental well being	Other foci Living in the Wider World – Beyond DFE framework
Families and people who care for me Caring friendships Respectful friendships Online relationships Being safe	Mental well-being Internet safety and harm Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention Basic First Aid Changing Adolescent Body	Economic Well-being Enterprise Careers

The overriding concepts explored through the curriculum are:
- Identity their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online.
- Relationships, considering different types and in different settings, including online.
- A healthy balanced lifestyle, including physically, emotionally and socially. Focussing on relationships, work-life balance, exercise and rest, spending and saving money and lifestyle choices.
- The identification of risk, assessment of risk and how to manage risk, rather than simply the avoidance of risk for themselves and others.
- Safety, including behaviour and strategies to employ in different settings, including online in an increasingly connected world.
- Diversity and equality in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010.
- Rights, including the notion of universal human rights; responsibilities, including fairness and justice and consent in different contexts.
- Change, as something to be managed, and resilience: the skills, strategies and 'inner resources' we can draw on when faced with change or circumstance.
- Power and how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes.
- Career, including enterprise, employability and economic understanding.

We understand the importance of ensuring that all children in our school receive their entitlement to RSHE. We will carefully consider special educational needs or disability, gender, sexual orientation, transgender, age, nationality, religion, cultural and linguistic

background when planning and delivering RSHE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSHE Curriculum meets the needs of all:
- We will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSHE Programme to ensure that provision is made for those with additional needs. We will consider:
- Their level of vulnerability.
- Their need to learn and demonstrate appropriate behaviour.
- Their need to develop self-esteem and positive body image.
- The need to involve all staff, including support staff and carers, in policy development, planning and training.
- The management of personal care.
- Clarity about sources of support for pupils.

Dyslexia Friendly:
We are a Dyslexia Friendly kite-mark school. With support from the British Dyslexia Association and the Learning Team at the Local Authority, we have devised a comprehensive ongoing action plan. This policy works in line with the Dyslexia Policy which outlines all of the school's approaches to dyslexia. The Dyslexia Policy is an overarching policy to support all other policies.

Our RSHE programme will be taught through a range of teaching methods and interactive activities, including use of drama techniques, scenario script writing, videoing, animating, a range of presentation styles, debate, discussions, investigating and analysing information.

Lessons will be differentiated by all staff or visitors delivering sessions to ensure that individual needs of children are met.

Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context. High quality resources will support our RSHE provision and will be regularly reviewed. We will avoid a 'resource- led' approach to delivering RSHE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:
- Are consistent with our Curriculum for RSHE.
- Relate to the aims and objectives of this Policy.
- Are suitable to the age, maturity, needs, linguistic proficiency and ability of the children.
- Appeal to adults and children.
- Are up-to-date in factual content.
- Are produced by a reputable organisation.
- Do not show unfair bias e.g. towards a commercial product.
- Avoid racial, gender and sexual stereotyping.

- Encourage active and participative learning.
- Conform to the legal requirements for RSHE.

Assessment

1. Baseline assessment

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

2. Assessment *for* Learning (AfL)

Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.

3. Assessment *of* Learning (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

Model taken from PSHE Association Primary Toolkit 2017

The learning we wish to assess will relate to the pupils' attributes and skills (such as resilience, negotiation, self-awareness, risk management and interpersonal skills), as well as the knowledge and understanding related to the context (for example bullying, consent, mental and emotional health).

An overview of the learning in Sex Education (Years 4 to 6) and PSHE (Years Nursery to Year 6) can be found on the school website and in the Appendix 2 and 3 attached.

Staff Training

Teaching RSHE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSHE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the curriculum for RSHE. We will also encourage the sharing of good practice. Those with special responsibility for the development of RSHE will be offered opportunities to consult with advisors.

Safe and effective practice

We will create a safe learning environment by ensuring RSHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected.

Teachers and pupils will agree ground rules at the beginning of any RSHE work, in addition to those already used in the classroom.

They will cover the following areas:

- Appropriate use of language.
- The asking and answering of personal questions.
- Strategies for checking or accessing information.

In order to protect children's privacy, we will employ teaching and learning strategies known as distancing techniques which will enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos, and theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

We acknowledge that sensitive and potentially difficult issues will arise in RSHE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSHE. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age appropriate way only to the child or children who have asked the question, where appropriate in consultation with a child's parent. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PSHE leader.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the Designated Safeguarding Lead in line with school policy.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to relationship and health education. In particular, members of the local health authority (the school nurse and other health professionals) and our local community police officer, can give us valuable support with our RSHE programme. We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are Disclosure and Barring Service checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this policy, prior to their visit.
- All lessons will be planned taking account of the age and needs of the group and the context of the work within the RSHE programme.
- Visitors will be reminded that, whilst contributing to RSHE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE Co-ordinator or RSHE Co-ordinator first.
- The contributions of visitors will be regularly monitored and evaluated.

Safeguarding

Our RSHE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding and Child Protection Policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in *Keeping Children Safe in Education*. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our school we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Where a concern or disclosure is raised teachers or other adults working with the

child will consult with the designated safeguarding lead and in his/her absence their deputy safeguarding lead. Staff will respond in a similar way if a child indicates that they may have been a victim of any other type of abuse, including Female Genital Mutilation (FGM). Staff should be familiar with the specific procedures relating to the reporting of FGM (see our Safeguarding and Child Protection Policy). The Designated Safeguarding Lead (DSL) will then deal with the matter in consultation with other social, health and education professionals, in accordance with statutory safeguarding procedures following protocols identified in the school safeguarding policy.

Visitors/external agencies which support the delivery of RSHE will be required to inform the designated safeguarding lead or deputy in accordance to the school policy

The protocol for inviting visitors into lessons:

- Prior to the commencement of any visit, visitors will be given a copy of the schools safeguarding policy and protocol for reporting disclosures
- All visitors will be given a copy of the RSHE policy

Engaging Stakeholders

The school acknowledges that the primary role in children's RSHE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation.

Parents will be informed about the policy through consultation, publication of materials on the school website and through written correspondence.

The policy will be available to parents through the school website

We are committed to working with parents and carers to enable them to be confident to answer their children's questions and through signposting via targeted support in school or through the school website, to other resources to support them at home.

We work closely with parents to ensure that they are fully aware of what is being taught. As part of our whole school approach to RSHE, parent information sessions and opportunities for parents to view the materials and resources used when teaching Sex Education lessons in years 4, 5 and 6 will be held. Each year these sessions will be repeated to ensure all new parents are fully aware of the school curriculum.

We will notify parents when non-statutory Sex Education will be taught in years 4, 5 and 6 by written communication asking for permission to take part in lessons and through the sharing of our curriculum coverage plans.

From September 2020 Parents/carers do not have the right to withdraw their children from relationship or health content but do have the right to withdraw from non-statutory Sex Education lessons which we teach from Year 4 upwards.

We acknowledge that parents have the right to withdraw their children from all or part of the sex education taught in the school <u>except for those parts</u> <u>included in the statutory National Curriculum</u>: <u>all children are expected to</u> <u>learn the content of the national science curriculum (see Appendix 1).</u> Parents are encouraged to establish exactly what is covered in the lessons relevant to their child's year group and discuss any concerns about lesson content with staff at the earliest opportunity.

If a parent wishes their child to be withdrawn from any part of our sex education lessons we would encourage a discussion between parents and school to discuss which aspects of the programme they do not wish their child to participate in and confirm their request in writing. The school always complies with the wishes of parents in this regard when lessons are not part of statutory science or statutory relationships and health

education curriculum.

If a parent/carer requests that their child be removed from sex education, we will arrange for the child to be educated in another class who are not participating in the lesson.

This Policy describes the governors' views on how RSHE will be delivered in addition to requirements of the National Curriculum.

It is the responsibility of the governors to ensure, through consultation, that the RSHE Policy reflects consideration of the views of parents of our community. It is the responsibility of governors to ensure that the policy is made available to parents.

In order to facilitate this process, the RSHE Policy will appear annually on the agenda of a governors' meeting. The Policy will be made available for parents/carers on the school website and a link governor with responsibility for safeguarding (to include RSHE) will be nominated.

Pupil voice will be used to review and tailor our RSHE programme to match the different needs of pupils.

Monitoring, reporting and evaluation

Teachers will critically reflect on their work in delivering RSHE through the evaluation of lessons, discussion with senior leaders and through monitoring activities led by the PSHE and RSHE coordinators.

We will involve children in the evaluation and development of their RSHE in ways appropriate to their age.

- We will refer to local/countywide/national data.
- We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities.
- We will encourage children to ask questions as they arise by providing anonymous question boxes.
- We will ask children to reflect on their learning and set goals for future learning.

The governing body is responsible for monitoring the delivery of our RSHE Policy. Governors give due consideration to any comments from parents about the RSHE programme, and require the Head Teacher to keep a written record of parents' comments.

RSHE Policy Review Date

This policy will be reviewed in January 2022

It will be reviewed by the PSHE lead, senior leaders and representatives from the governing body.

This will ensure that it is in line with current Department for Education advice and guidance.

Appendix 1: RSHE Elements of the National Science Curriculum

Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Notes and guidance

They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Notes and guidance

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Year 6 pupils should be taught to:

recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Notes and guidance

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. Note: At this stage, pupils are not expected to understand how genes and chromosomes work.

'The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year-by-year basis and make this information available online.'

Department for Education, September 2013

Appendix 2: Sex Education Curriculum (Years 4 to 6)

Year 4: Growing Up

Growing and changing:
•   Explore the human life cycle
•   Describe the main stages of the human lifecycle
•   Describe the body changes that happen when a child grows up

What is puberty?
•   Identify some basic facts about puberty
•   Discuss male and female body parts using agreed words
•   Know some of the changes which happen to the body during puberty

Puberty changes and reproduction:
•   Explore how puberty is linked to reproduction
•   Know about physical and emotional changes that happen in puberty
•   Understand that children change into adults so they can reproduce

Year 5: Puberty

Talking about puberty:
•   Explore and explain the physical and emotional changes during puberty
•   Ask questions about puberty with confidence

Male and female changes:
•   Understand male and female puberty changes in more detail
•   Understand how puberty affects the reproductive organs
•   Describe how to manage physical and emotional changes

Puberty and hygiene:
•   Explore the impact of puberty on the body and the importance of hygiene
•   Explore ways of getting support during puberty
•   Explain how to keep clean during puberty
•   Explain how emotions change during puberty

Year 6: Puberty, relationships and reproduction

Puberty and reproduction:
•   Describe how and why the body changes during puberty in preparation for reproduction
•   Talk about puberty and reproduction with confidence

Understanding relationships:
•   Consider physical and emotional behaviour in relationships
•   Discuss different type of adult relationships with confidence
•   Know what form of touching is appropriate

Conception and pregnancy:
•   Explore the process of conception and pregnancy
•   Describe the decisions that have to be made before having a baby
•   Know some basic facts about pregnancy and conception

Communicating in relationships:
•   Explore positive and negative ways of communicating in a relationship
•   Consider when it is appropriate to share personal/ private information in a relationship
•   Know how and where to get support if an online relationship goes wrong

Channel 4 Learning:

As part of the Christopher Winton Project Scheme of work we show some programmes from Channel 4 Learning's 'Living and Growing' series:

Year 5:

- Growing Up

Year 6:

- Growing up
- How babies are Made

Appendix 3: Relationship and Health Curriculum

EYFS:

Relationships:

My Family and Friends
• Who are my special people and why are they special to me?
• Who is my family and how do we care for each other?
• What is a friend?
• How can I be a good friend?
• How do I make new friends?
• How can I make up with friends when I have fallen out with them?
• How does what I do affect others?
• Do I know what to do if someone is unkind to me?

Beginning and Belonging
• How am I special and what is special about other people in my class?
• What have I learnt to do and what would I like to learn next?
• How do we welcome new people to our class?
• What can I do to make the classroom a safe and happy place?
• How can I play and work well with others?
• How can I respect the needs of others?
• How does my behaviour make other people feel?

Health:

My Body and Growing Up
• What does my body look like?
• How has my body changed as it has grown?
• What can my body do?
• What differences and similarities are there between our bodies?
• How can I look after my body and keep it clean?
• How am I learning to take care of myself and what do I still need help with?
• Who are the members of my family and trusted people who look after me?
• How do I feel about growing up?

Keeping Safe
• What do I think I have to keep safe from?
• How do I know if something is safe or unsafe?
• Do I understand simple safety rules for when I am at home, at school and when I am out and about?
• Can I say 'No!' if I feel unsure about something and it does not feel safe or good?
• Can I ask for help and tell people who care for me if I am worried or upset?
• Who are the people who help to keep me safe?
• What goes on to and into my body and who puts it there?
• Why do people use medicines?
• What are the safety rules relating to medicines and who helps me with these?

Healthy Lifestyles
• What things can I do when I feel good and healthy?
• What can't I do when I am feeling ill or not so healthy?
• What can I do to help keep my body healthy?
• Do I understand why food and drink are good for us?
• Do I understand what exercise is and why it is good for us?
• Do I understand why rest and sleep are good for us?

Year one and two:

Relationships:

Beginning and Belonging
• Do I understand simple ways to make sure my school is a safe, happy place?
• How can I get to know the people in my class?
• How can I make someone feel welcome in class?
• What helps me manage in new situations?
• Who can help me at home and at school?

Family and Friends
• Can I describe what a good friend is and does and how it feels to be friends?
• Why is telling the truth important?
• What skills do I need to choose, make and develop friendships?
• How might friendships go wrong, and how does it feel?
• How can I try to mend friendships if they have become difficult?
• What is my personal space and how do I talk to people about it?
• Who is in my family and how do we care for each other?
• Who are my special people, why are they special and how do they support me?

Anti-bullying
• Why might people fall out with their friends?
• Can I describe what bullying is?
• Do I understand some of the reasons people bully others?
• Why is bullying never acceptable or respectful?
• How might people feel if they are being bullied?
• Who can I talk to if I have worries about friendship difficulties or bullying?
• How can I be assertive?
• Do I know what to do if I think someone is being bullied?
• How do people help me to build positive and safe relationships?
• What does my school do to stop bullying?

Managing Change
• How are my achievements, skills and responsibilities changing and what else might change?
• How might people feel during times of loss and change?
• How do friendships change?
• What helps me to feel calmer when I am experiencing strong emotions linked to loss and change?
• How might people feel when they lose a special possession?
• When can I make choices about changes?

Health:

Managing Safety and Risk
• What are risky situations and how do they make me feel?
• What is my name, address and phone number and when might I need to give them?
• What is an emergency and who can help?
• What makes a place or activity safe for me?
• What are the benefits and risks for me when walking near the road, and how can I stay safer?
• What are the benefits and risks for me in the sun and how can I stay safer?
• What do I enjoy when I'm near water and how can I stay safer?
• What are the risks for me if I am lost and how can I get help?
• How can I help to stop simple accidents from happening and how can I help if there is an accident?

Drug Education
• Which substances might enter our bodies, how do they get there and what do they do?
• What are medicines and why and when do some people use them?

• When and why do people have an injection from a doctor or a nurse?
• Who is in charge of what medicine I take?
• What different things can help me feel better if I feel poorly?
• How can I keep safe with medicines and substances at home and at school?
• What is persuasion and how does it feel to be persuaded?

Digital Lifestyles
• What are some examples of ways in which I use technology and the internet and what are the benefits?
• What is meant by "identity" and how might someone's identity online be different from their identity in the physical world?
• What are some examples of online content or contact which might mean I feel unsafe, worried or upset?
• What sort of information might I choose to put online and what do I need to consider before I do so?
• When might I need to report something and how would I do this?
• What sort of rules can help to keep us safer and healthier when using technology?
• Who can help me if I have questions or concerns about what I experience online or about others' online behaviour?

Personal Safety
• Can I identify different feelings and tell others how I feel?
• Which school/classroom rules are about helping people to feel safe?
• Can I name my own Early Warning Signs?
• How do I know which adults and friends I can trust?
• Who could I talk with if I have a worry or need to ask for help?
• What could I do if a friend or someone in my family isn't kind to me?
• Can I identify private body parts and say 'no' to unwanted touch?
• What could I do if I feel worried about a secret?
• What could I do if something worries or upsets me when I am online?

Healthy Lifestyles
• How can I stay as healthy as possible?
• What does it feel like to be healthy?
• What does healthy eating mean and why is it important?
• Why is it important to be active & what are the opportunities for physical activity?
• What foods do I like and dislike and why?
• What can help us eat healthily?
• Why do we need food?
• What healthy choices can I make?

Year three and four:

Relationships:

Beginning and Belonging
• What is my role in making my school a place where we can learn happily and safely?
• How can we build relationships in our class and how does this benefit me?
• What does it feel like to be new or to start something new?
• How can I help children and adults feel welcome in school?
• What helps me manage a new situation or learn something new?
• Who are the different people in my network who I can ask for help?

Family and Friends
• How do good friends behave on and offline and how do I feel as a result?
• What is a healthy friendship and how does trust play an essential part?
• What skills do I need for choosing, making and developing friendships and how effective are they?
• How can I help to resolve disagreements positively by listening and compromising?
• Can I empathise with other people in a disagreement?
• How can I check with my friends that their personal boundaries have not been crossed?
• How do my family members help each other to feel safe and secure even when things are tough?
• Who is in my network of special people now and how do we affect and support each other?

Anti-bullying
• How are falling out and bullying different?
• How do people use power when they bully others?
• What are the key characteristics of different types of bullying?
• How can lack of respect and empathy towards others lead to bullying?
• What is the difference between direct and indirect forms of bullying?
• What are bystanders and followers and how might they feel?
• Do I understand that bullying might affect how people feel for a long time?
• How can I support people I know who are being bullied by being assertive?
• How does my school prevent bullying and support people involved?

Managing Change (MC 3/4)
• What changes have I and my peers already experienced and what might happen in the future?
• What helps me when I'm experiencing strong emotions due to loss or change?
• What strategies help me to thrive when my friendships change?
• How might I behave when I feel strong emotions linked to loss and change?
• How might people feel when loved ones or pets die, or they are separated from them for other reasons?
• What changes might people welcome and how can they plan for these?

Health:

Managing Safety and Risk
• How do I feel in risky situations and how might my body react?
• Can I make decisions in risky situations and might my friends affect these decisions?
• When might I meet adults I don't know & how can I respond safely?
• What actions could I take in an emergency or accident and how can I call the emergency services?
• What are the benefits of using the roads and being near water and how can I reduce the risks?
• How is fire risky and how can I reduce the risks?
• How do I keep myself safe during activities and visits?
• How can I stop accidents happening at home and when I'm out?

Drug Education
• What medical & legal drugs do I know about, and what are their effects?
• Who uses and misuses legal drugs?
• Why do some people need medicine and who prescribes it?
• What are immunisations and have I had any?
• What are the safety rules for storing medicine and other risky substances?
• What should I do if I find something risky, like a syringe?
• What do I understand about how friends and the media persuade and influence me?

Digital Lifestyles
• How might my use of technology change as I get older, and how can I make healthier and safer decisions?
• How does my own and others' online identity affect my decisions about communicating online?
• How might people with similar likes & interests get together online?
• Can I explain the difference between "liking" and "trusting" someone online?
• What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact?
• When looking at online content, what is the difference between opinions, beliefs and facts?
OR
• Why is it important to ration the time we spend using technology and/or online?
• How might the things I see and do online affect how I feel and how healthy I am, and how can I get
support when I need it?
• Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making?

Personal Safety
• How do I recognise my own feelings and communicate them to others?
• Which school/classroom rules are about helping people to feel safe?
• Can I recognise when my Early Warning Signs are telling me I don't feel safe?
• What qualities do trusted adults and trusted friends have?
• Who is on my network of support and how can I ask them for help?
• What could I do if I feel worried about a friendship or family relationship?
• What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted?
• How can I decide if a secret is safe or unsafe?
• How can I keep safe online?

Healthy Lifestyles
• What does healthy eating and a balanced diet mean?
• What is an active lifestyle and how does it help me to be healthier?
• What is mental wellbeing and how is it affected by my physical health?
• How much sleep do I need & what happens if I don't have enough?
• How do nutrition and physical activity work together?
• How can I plan and prepare simple, healthy meals safely?
• How can I look after my teeth and why is it important?
• Who is responsible for my lifestyle choices and how are these choices influenced?

Year five and six:

Relationships:

Beginning and Belonging
• What are my responsibilities for making sure everyone in school feels happy and safe?
• How can I take responsibility for building relationships in my school and how does this benefit us all?
• How might different people feel when starting something new and how can I help?
• How do we make people feel welcome and valued in and out of school?
• What helps me to be resilient in a range of new situations?
• Are there more ways I can get help now and how do I seek support?

Family and Friends
• What are the characteristics of healthy friendships on and offline and how do they benefit me?
• How do trust and loyalty feature in my relationships on and offline?
• What are the benefits and risks of making new friends, including those I only know online?
• Can I always balance the needs of family & friends & how do I manage this?
• Can I communicate, empathise & compromise when resolving friendship issues?
• How can I check that my friends give consent on and offline?
• How do people in my family continue to support each other as things change?
• Who are in my networks, on & offline, and how have these, changed and how do we support each other?

Anti-bullying
• Can I explain the differences between friendship difficulties and bullying?
• Can I define the characteristics and different forms of bullying?
• How do people use technology & social media to bully others and how can I help others to prevent and manage this?
• What do all types of bullying have in common?
• Might different groups experience bullying in different ways?
• How can people's personal circumstances affect their experiences?
• How does prejudice sometimes lead people to bully others?
• Can I respond assertively to bullying, online and offline?
• How might bullying affect people's mental wellbeing and behaviour?
• How and why might peers become colluders or supporters in bullying situations?
• Can I identify ways of preventing bullying in school and the wider community?

Managing Change
• What positive and negative changes might people experience?
• How do people's emotions evolve over time as they experience loss and change?
• How can I manage the changing influences and pressures on my friendships and relationships?
• What different strategies do people use to manage feelings linked to loss and change and how can I help?
• How might people whose families change feel?
• When might change lead to positive outcomes for people?
• What positive and negative changes have I experienced and how have these experiences affected me? • What strategies will help me to thrive when I move to my next school?

Health:

Managing Safety and Risk
• When might it be good for my mental health for me to take a risk?
• What are the possible benefits and consequences of taking physical, emotional and social risks?
• When am I responsible for my own safety as I get older and how can I keep others safer?
• How can I safely get the attention of a known or unknown adult in an emergency?
• Can I carry out basic first aid in common situations, including head injuries?

• What are the benefits of cycling and walking on my own and how can I stay safer?

• How can being outside support my wellbeing & how do I keep myself safe in the sun?
• What are the benefits of using public transport and how can I stay safe near railways?
• How can I prevent accidents at school and at home, now that I can take more responsibility?

Drug Education
• What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them
• How does drug use affect the way a body or brain works?
• How do medicines help people with different illnesses?
• What immunisations have I had or may I have in future and how do they keep me healthy?
• What is drug misuse?
• What are some of the laws about drugs?
• How can I assess risk, recognise peer influence & respond assertively?
• When and how should I check information about drugs?

Digital Lifestyles
• What are some examples of how I use the internet, the services it offers, and how do I make decisions?
• What are the principles for my contact and conduct online, including when I am anonymous?
• How can I critically consider my online friendships, contacts and sources of information, and make positive contributions?
• How might the media shape my ideas about various issues and how can I challenge or reject these?
• Can I explain some ways in which information and data is shared and used online?
• How can online content impact on me positively or negatively?
• What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these?
• What are some ways of reporting concerns and why is it important to persist in asking?
• Can I identify, flag and report inappropriate content?

Personal Safety
• How do I recognise my own feelings and consider how my actions may affect the feelings of others?
• Can I use my Early Warning Signs to judge how safe I am feeling?
• How do I judge who is a trusted adult or trusted friend?
• How can I seek help or advice from someone on my network of support and when should I review my network?
• How could I report concerns of abuse or neglect?
• Can I identify appropriate & inappropriate or unsafe physical contact?
• How do I judge when it is not right to keep a secret and what action could I take?
• How can I recognise risks online and report concerns?
• What strategies can I use to assess risk and help me feel safer when I am feeling unsafe?

Healthy Lifestyles
• How does physical activity help me & what might be the risks of not engaging in it? MW
• What could characterise a balanced or unbalanced diet and what are the associated benefits and risks?
• What are the different aspects of a healthy lifestyle and how could I become healthier?
• What are the factors influencing me when I'm making lifestyle choices and how might these change over time?
• What might be the signs of physical illness and how might I respond?
• What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health?
• Why are online apps and games age restricted?