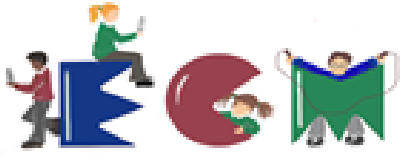


High View Primary Learning Centre



Policy:	Relationships, Sex (RSE) and Health Education	
Written By:	Mrs J Wall/Miss A Myers	
Approved by Chair of governors	Signature	Name
Approved by Head Teacher	Signature	Name
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1. Intent and Aims:

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.’

(Secretary of State, DFE)

Relationships, Sex and Health Education contributes to the foundation of the PSHE curriculum. At High View Primary Learning Centre, we aim to provide opportunities for our children to develop the life-skills which will then enable them to make informed decisions and subsequently help to protect themselves against harmful and exploitative situations. We understand it is our responsibility to deliver a high-quality, age-appropriate relationships and health education to all of our children and know that this is an essential tool to safeguard the children in our care.

Relationships Education

At High View Primary Learning Centre, we aim to mirror our Relationships , Sex and Health Education on the needs of our school community and reflective of the current needs within the teacher’s class. Additionally, we recognise the important role parents play in enhancing children’s understanding of relationships and health and how important parent’s views are on shaping our curriculum. Therefore, the school works closely with parents/carers and children in consultation in the development and delivery of the curriculum.

Our staff say Relationship Education and Health education is important because it addresses the needs of children in our school and any issues that may arise. We strive to tailor our lessons to mirror the needs of our children and adapt teaching and learning how we see fits best.

Health Education: Physical Health and Mental Wellbeing

At High View Primary Learning Centre, Health Education aims to teach children the characteristics of good physical health and mental well-being, focusing on the link between the two and enabling children to make healthy lifestyle choices. This is a statutory part of our PSHE/RSE curriculum.

Please see appendix for the end of school expectations taken from the DFE RSE Statutory Guidance 2019.

Sex Education

Sex education focuses on teaching fundamental building blocks about children's bodies and how they change including

- Puberty - Preparing boys for the changes that adolescence brings
- Puberty – Preparing girls for the changes that adolescence brings
- How a baby is conceived and born
- How to keep our bodies safe.

Sometimes a child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly, and can be addressed individually later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Headteacher if they are concerned.

Parents/carers do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Alternative work will be given to pupils who are withdrawn from sex education.

Before any Sex Education lessons take place, a letter will be distributed to parents outlining the coverage of the lessons. This will give parents/carers the opportunity to raise any questions or concerns prior to the lessons taking place.

2. Legislation and Guidance

Relationships and Health Education is a statutory part of the primary curriculum. Although parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE, parents do not have the right to withdraw their child from the teaching of Relationships and Health Education.

In order for parents to have an informed view of the Relationships, Sex and Health Education curriculum their child is being taught, parents are provided with the following documents and guidance:

- Questionnaires regarding areas of vital importance that they would like to be covered within the curriculum
- The content of the relationships, sex and health education including what is taught in each year group
- The legalities surrounding withdrawing their child from the non-statutory curriculum.

3. Roles and Responsibilities

At High View Primary Learning Centre, the responsibility for these subjects mentioned are clearly known. The whole PSHE curriculum including the RSE statutory curriculum is led and managed by subject leaders and class teachers: Jessica Wall and Amy Myers. Dedicated time is allocated weekly in order to carry out the role and responsibility of leading PSHE across the school.

In addition to the subject leaders, all class teachers are responsible for following guidance outlined in planning documents provided to ensure a whole-school approach to support pupils to be safe, happy and prepared for life beyond school. It is a class teacher's responsibility to adapt planning, resources and teaching to reflect the needs of the individuals in their setting.

4. Implementation: Organisation/Planning/Inclusion

At High View, Relationships, Sex and Health Education is taught throughout the whole school curriculum. This includes within PSHE, Science, Physical Education and some aspects of Religious Education. We have chosen to deliver RSE as part of a timetabled PSHE programme that should be delivered through a dedicated time slot each week of approx. 30 minutes. However, teachers must use their judgement and have the flexibility to adapt their planning to meet the individual needs of the children in their setting. Pupils will be taught in their class groups and single gender lessons will be used when deemed appropriate by class teachers.

In order to ensure the RSE and Health Education programme complements and does not duplicate the content covered in the national curriculum subjects, the subject leaders (Jessica Wall and Amy Myers) will work closely with colleagues on long-term planning.

High View have chosen to teach PSHE including Relationships, Health and Sex Education through following the comprehensive and engaging programme '1decision'. In an ideal world, children would arrive at school socially developed and ready to learn but this is not always the case. As such, high-quality life skills education is essential for all students to reach their full potential. 1decision provides an interactive bank of resources which supports PSHE, RSE, Health education, SMSC development, and safeguarding.

See below the suggested topic delivery overview- year by year breakdown provided by 1decision.

Suggested for years 1 5-8 Resources	Suggested for years 2 5-8 Resources	Suggested for years 3 5-8 Resources	Suggested for year 4 8-11 Resources	Suggested for year 5 8-11 Resources	Suggested for year 6 8-11 Resources
KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE
Assessment - Baseline Road Safety	Tying Shoelaces	Staying Safe Leaning Out of Windows Assessment - Summative	Assessment - Baseline Cycle Safety	Peer Pressure Adults' & Children's Views	Water Safety Assessment - Summative
KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY
Assessment - Baseline Washing Hands	Healthy Eating Brushing Teeth	Medicine Assessment - Summative	Assessment - Baseline Healthy Living	Smoking Adults' & Children's Views	Alcohol Assessment - Summative
RELATIONSHIPS	RELATIONSHIPS	RELATIONSHIPS	GROWING AND CHANGING	GROWING AND CHANGING	GROWING AND CHANGING
Assessment - Baseline Friendship	Bullying Body Language	Touch Assessment - Summative	Assessment - Baseline Appropriate Touch (Relationships)	Puberty Adults' & Children's Views	Conception Assessment - Summative
BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE
Assessment - Baseline Water Spillage	Practice Makes Perfect Helping Someone in Need	Stealing Assessment - Summative	Assessment - Baseline Coming Home on Time	Looking Out for Others Adults' & Children's Views	Stealing Assessment - Summative
FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS
Assessment - Baseline Jealousy	Worry Anger	Grief Assessment - Summative	Assessment - Baseline Jealousy	Anger Adults' & Children's Views	Worry Assessment - Summative
COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY
Assessment - Baseline Online Bullying	Image Sharing	Making Friends Online Computer Safety Documentary Assessment - Summative	Assessment - Baseline Online Bullying	Image Sharing Adults' & Children's Views	Making Friends Online Assessment - Summative
	MONEY MATTERS	MONEY MATTERS	THE WORKING WORLD	THE WORKING WORLD	THE WORKING WORLD
	Assessment - Baseline Money Matters	Assessment - Summative	Assessment - Baseline Chores at Home	Enterprise Adults' & Children's Views	In-App Purchases Assessment - Summative
HAZARD WATCH This module is suggested for years 1-3 and can be delivered where suitable			A WORLD WITHOUT JUDGEMENT	A WORLD WITHOUT JUDGEMENT	A WORLD WITHOUT JUDGEMENT
Assessment - Baseline • Is it safe to eat or drink? • Is it safe to play with? Assessment - Summative			Assessment - Baseline Breaking Down Barriers	Inclusion and Acceptance Adults' & Children's Views	British Values Assessment - Summative

Mapped to the PSHE Association's Programme of Study, and ensuring full coverage of the statutory elements for Relationship Education and Health Education, the 1decision resources help children to develop the skills needed to manage difference influences and pressures, as a part of their personal development. The unique suite of resources allows students to experience challenging situations in a safe environment.

SEND Inclusion

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Teachers will use their knowledge and judgement of the individual needs of each child to ensure that their teaching is accessible and will adapt their planning when and if needed to ensure each child is able to access the learning.

Working with parents/carers and the wider community

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

At High View, we will work closely with parents when planning and delivering these subjects. We will ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents will be given every opportunity to understand the purpose and content of Relationships Education and RSE. Opportunities will be available for parents to understand and ask questions about our approach in teaching Relationships Education, RSE and Health Education. In addition, we will ensure that, when we consult with parents, we provide examples of the resources that we plan to use as this can be reassuring for parents and enables them to continue the conversations started in class at home.

5. Impact: Monitoring Arrangements

At High View, we have the same high expectations of the quality of pupil's work in these subjects as for other curriculum areas. It is expected that lessons will be planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed and assessments used to identify where pupils need extra support or intervention. Whilst there is no formal examined assessment for these subjects, we expect teachers to use the baseline assessments provided by 1decision in order to strengthen the quality of provision and assess outcomes. By using the baseline assessment, teachers will be able to see what requires a longer and deeper level of learning and which they can move more swiftly on. This will allow flexibility in planning and delivery so the learning is tailored to the individual needs of the child or cohort.

6. Links to other policies

The curriculum on RSE should complement, and be supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding (including handling of any reports pupils may make as a result of the subject content). The subjects will sit within the context of a school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system. This is also the case for teaching about mental health within health education. The curriculum on health education should similarly complement, and be supported by, the school's wider education on healthy lifestyles through physical education, food technology, science, sport, extra-curricular activity and school food.

Appendix 1.

By the end of primary school:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
	<ul style="list-style-type: none">• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. practical steps they can take in a range of different contexts to improve or support respectful relationships. the conventions of courtesy and manners. the importance of self-respect and how this links to their own happiness. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
	<ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online.

Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
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By the end of primary school:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
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	<ul style="list-style-type: none"> • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
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Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
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Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination.

Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.