



# Relationship, Sex Education and Health Education (RSHE) Policy

The Policy was formally adopted by the Senior Leadership  
Team on: 01 January 2024

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## 1. Aims

Relationships, Sex and Health Education will help pupils to learn about personal, physical, moral and emotional development and form positive values and attitudes. It aims to increase children's knowledge and understanding of how to make informed decisions about themselves and the diverse world in which they live in; giving them the skills, understanding and information they need for life. This will help them to stay safe, and to flourish, not just in childhood, but into adulthood. At the Flitch Green Academy, we refer to this as 'Learning for Life'.

The aims of Relationships, Sex education and Health Education (RSHE) at our Academy are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Enable pupils to understand the impact of external factors, such as the media, internet, peer groups and remain independent decision makers
- helps develop positive attitudes, values, self-esteem and challenge negative attitudes and prejudices
- To provide all pupils with knowledge, skills and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk
- Combat exploitation

## 2. Statutory Requirements

As a primary academy school, we must provide Relationships Education and Health Education to all pupils as per section 34 of the Children and Social work act 2017. Whilst we do not have to follow the National Curriculum, we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science, which would include the elements of sex education, contained in the science curriculum. The Flitch Green Academy has chosen to follow all elements of the National Curriculum and include coverage of the key science elements, which contribute towards RSE.

At The Flitch Green Academy, we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the Vice Principal pulled together all relevant information including relevant national and local guidance and public health data.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent consultation - parents were consulted via the website and detailed information has been communicated to them – they have been invited to look at the policy and make recommendations.
3. Pupil consultation – we investigated what exactly pupils want from their RSHE and PSHE lessons. We also took into account their latest SHEU survey data and trends over time (KS2).

## 4. Definition

Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

**Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices

**Sex education** in this policy refers to:

- Preparing boys and girls for the changes that adolescence brings
- Pupils to name parts of their bodies using the correct terminology (this contributes to safeguarding – helping them to take care of their bodies and keep themselves safe.

Relationships, Sex and Health Education is not about the promotion of sexual activity.

## 5. Curriculum Content

### 5.1 Statutory RSHE Curriculum Content

#### i. Relationships Education

Department for Education guidance requires us to teach objectives under the following topics;

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online Relationships
- Being Safe

#### ii. Health Education

The focus of Health Education is on teaching the characteristics of good physical health and mental wellbeing. Elements of our Health Education are timetabled to complement and support the teaching of RSHE. Department for Education guidance requires us to teach objectives under the following topics;

- Mental Wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body (Puberty)

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents,

foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

### iii. Sex Education

The Department for Education advises that all primary schools have a programme of Sex Education tailored to the age and the physical and emotional maturity of the pupils.

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 5. These lessons form part of the statutory requirements for Health Education.

### iv. Sex education outside of science

In Year Two, the national curriculum for science outlines that children should 'Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense'. Through the 'Changing Me' unit, we have included a lesson on using the correct terminology for basic male and female body parts. It is important for younger pupils to know how to name the body parts correctly as this contributes to safeguarding – helping them to take care of their bodies and keep themselves safe. This is built on later in Key Stage Two when children learn about puberty. **This lesson is available to view on the website.**

## 6. Curriculum Design and Organisation

We use the Jigsaw scheme of work, the mindful approach to PSHE, as the framework to our teaching and learning programme, which includes the full RSHE statutory content. After careful review, in order to meet the needs of our pupils, this has been supplemented further with high quality resources, accredited by the PSHE Association. Other resources, such as books, are used to incorporate diversity and equality. The programme is organised into a spiral curriculum approach, which enables children to revisit the same topics at a deeper level each year.

In addition to PSHE, some aspects of Relationships, Sex and Health Education will be covered through:

1. Science curriculum (biological aspects)
2. Computing (online safety)
3. Religious Education
4. Circle times
5. Assemblies
6. Stories
7. PE in the context of health and hygiene

Teaching is generally taught in mixed gender groups, though some content is covered in single sex groups e.g. if children would like to ask further questions about menstruation.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the Academy are essential when discussing sensitive subject matter and teaching RSHE. Clear ground rules are established with the class, then

reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

### **i. Teaching Strategies and Delivery of RSHE**

At The Fritch Green Academy we focus on teaching RSHE using a variety of informal and formal opportunities and strategies. This helps children to develop their self-esteem and emotional wellbeing and to form and maintain worthwhile and fulfilled relationships which are based on respect for themselves and each other.

As much as possible we provide an interactive learning environment, which is motivating and allows pupils to practice skills as well as to gain information and knowledge. A variety of teaching methods are used that enable pupils to participate and reflect on their learning: role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories, puppets and role-play to help de-personalise discussions and help pupils to gain confidence to talk and listen to each other.

### **ii. Dealing with sensitive issues and difficult questions**

Teachers will do their best to answer all questions with sensitivity and care. Teachers will make use of a confidential question box, giving the opportunity to children to ask questions they are unsure about. Questions will be vetted and, where the teacher believes that an answer to the question goes beyond the approved curriculum, the child will be advised to speak to their own parents who can decide if and how to answer the question. In some cases, the teacher will contact the parents/carers to give context to the conversations that have been held in class. Any questions outside of the approved curriculum will not be shared with the class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

## **6. Equality, Inclusion and support**

RSHE will be accessible for all pupils. High quality teaching is differentiated and personalised; this is the starting point to ensure accessibility for all pupils. We will be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND. We recognise that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities. We will ensure that our curriculum is accessible to all pupils by using differentiated resources, small group work or supporting pupils in class.

We are required to comply with the requirements of the Equality Act 2010. Our Academy values diversity, encourages respect for all and promotes tolerance for, and celebration of,

difference. We will use a range of resources to reflect the diversity in society and prepare children for life in modern Britain.

## **7. Safeguarding**

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSHE to be an important part of our Academy's approach to safeguarding.

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. All school staff have completed safeguarding training and will be mindful of the Academy's safeguarding policy and procedures when delivering RSHE sessions. Staff understand that they cannot offer unconditional confidentiality to pupils and pupils will be made aware of this. Staff will work within the Academy's agreed procedures for recording and reporting disclosures and the nature of access to this information.

We occasionally engage the expertise of other appropriate external partners to work with us to provide advice and support to children with regard to RSHE. Such visits should be arranged through RSHE Lead and with the approval of senior leaders. These sessions are in addition to, and intended to complement, our existing RSHE provision. Where external partners are involved, teachers will have discussed and shared the planning and content of the sessions with visitors in advance. A member of Academy staff will always be present and responsible for classroom management. Visitors supporting the delivery of RSHE will follow the agreed ground rules and the protocols set out above regarding any safeguarding or child protection concerns.

## **8. Parents Right to Withdraw**

The right to withdraw applies only to sex education content, which is outside the content defined in Relationships Education and Health Education or the science content set out in the national curriculum. There is no legal requirement to withdraw from content set out in relationships education, health education or the science curriculum.

Letters are sent out in advance to notify parents and carers when the sex education component of RSHE is scheduled to take place (Summer term) and anyone wishing to withdraw their child from non-statutory content is asked to make that request in writing to the Principal, using the form in **Appendix 5**. Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk with the class teacher, the Vice Principal or the Principal in the first instance to discuss any concerns and explore resources being used. If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible.

## **9. Roles and responsibilities**

### **The Governing Body**

The governors are responsible for approving the RSHE policy and ensure that it is kept up to date and reviewed on a regular basis. They will hold the Principal to account for its implementation.

### **The Principal**

The Principal is responsible for ensuring that RSHE is taught consistently across the Academy and for managing requests to withdraw pupils from non-statutory components of RSHE.

## **Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Participate in training in order to deliver effective RSHE
- Responding to the needs of individual pupils and groups of pupils
- Draw to the attention of the Vice Principal any materials which they consider to be inappropriate for the maturity of pupils in their class.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

## **Pupils**

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

## **10. Monitoring Arrangements**

RSHE is co-ordinated by the Vice Principal. Teacher assessment will inform discussions about the successful implementation of the policy. Judgements about the success of the policy can also be made through gathering evidence from staff about how the policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how Relationships, Sex and Health Education provision is meeting their needs.

Monitoring is carried out by the Vice-Principal and Principal through:

- Learning walks
- Observations of individual lessons
- Pupil voice
- Pupil outcomes in experience books

Pupils' development in RSHE is also monitored by class teachers as part of our internal assessment systems.

The Policy will be reviewed annually and at every review, the policy will be approved by the governing body.



## Appendix 1: Relationships Education

By the end of primary school pupils should know:

	Pupils should know...	Where this is covered in the PSHE scheme of work
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<p>This content is covered in the following units:</p> <ul style="list-style-type: none"> <li>Relationships</li> <li>Changing Me</li> <li>Celebrating Difference</li> <li>Being Me in My World</li> </ul>
<b>Caring Friendships</b>	<ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>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.</li> <li>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.</li> </ul>	<p>This content is covered in the following units:</p> <ul style="list-style-type: none"> <li>Relationships</li> </ul>
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>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.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>the conventions of courtesy and manners.</li> <li>the importance of self-respect and how this links to their own happiness.</li> <li>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.</li> <li>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.</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<p>This content is covered in the following units:</p> <ul style="list-style-type: none"> <li>Celebrating Difference</li> <li>Being Me in My World</li> </ul>

	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>	<p>This content is covered in the following units:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Celebrating Difference</li> <li>• Online Safety SoW</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>This content is covered in the following units:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Online Safety SoW</li> </ul>

## Appendix 2: Health Education

By the end of primary school pupils should know:

	<b>Pupils should know</b>	<b>Where this is covered in the PSHE scheme of work</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>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.</li> <li>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.</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>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 well-being or ability to control their emotions (including issues arising online).</li> <li>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.</li> </ul>	<p>This content is covered in the following units:</p> <ul style="list-style-type: none"> <li>Healthy Me</li> <li>Relationships</li> <li>Changing Me</li> <li>Celebrating Difference</li> <li>Online Safety SoW</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> <li>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.</li> <li>how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> <li>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.</li> <li>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>Relationships</li> <li>Healthy Me</li> <li>Online Safety SoW</li> <li>Celebrating Difference</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>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.</li> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>This content is covered in the following units:</p> <ul style="list-style-type: none"> <li>Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the principles of planning and preparing a range of healthy meals.</li> </ul>	<p>This content is covered in the following units:</p>

	<ul style="list-style-type: none"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to immunisation and vaccination</li> </ul>	<p>This content is covered in the following units:</p> <ul style="list-style-type: none"> <li>Healthy Me</li> </ul>
<b>Health and Prevention</b>	<ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ul>	<p>This content is covered in the following units:</p> <ul style="list-style-type: none"> <li>Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>This content is covered in the following units:</p> <ul style="list-style-type: none"> <li>Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>This content is covered in the following units:</p> <ul style="list-style-type: none"> <li>Changing Me</li> <li>Science Curriculum</li> </ul>

## **Appendix 3: Statutory Science Curriculum Content**

### Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

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

### Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parent

## Appendix 4: 'Changing Me' unit

## PSHE and RSE Framework

The RSHE content is taught under the highlighted headings

\*Sex Education has been highlighted within the 'Changing Me' unit

	Autumn Term (1st Half)	Autumn Term (2nd Half)	Spring Term (1st Half)	Spring Term (2nd Half)	Summer Term (1st Half)	Summer Term (2nd Half)
	<b>BEING ME IN MY WORLD</b>	<b>CELEBRATING DIFFERENCES</b>	<b>DREAMS AND GOALS</b>	<b>HEALTHY ME</b>	<b>RELATIONSHIPS</b>	<b>CHANGING ME</b> <i>(inc. Sex education)</i>
<b>Year 1</b>	Feeling special and unique Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Beginning to understand democracy	Similarities and differences between class members Understanding bullying and knowing how to deal with it Making new friends Celebrating differences in everyone	Setting simple goals Identifying success and achievements Tackling new challenges Overcoming obstacles Different forms of money Jobs people do in my school	Healthy and unhealthy differences Healthier lifestyle choices Keeping myself clean and healthy from germs Road safety Sun safety	Different types of families My special people Making friends/being a good friend Physical contact preferences People who help us My qualities as a friend and person Expressing feelings about others	Life cycles - animal and human Changes since being a baby Changes in me Linking growing with learning Coping with change
<b>Year 2</b>	Hopes and fears for the year Importance of rules Looking after the school environment People in the community Democracy in a school Sharing opinions on things that matter	Assumptions and stereotypes about gender Understanding bullying and difference Standing up for myself and others Making new friends Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning with others Group cooperation Sharing success Money needs and wants	Describing a range of feelings Big feelings Motivation Healthy lifestyle choices Food groups and healthy eating Brushing my teeth Relaxation and sleep Medicine safety/safety with household items	My family relationships Physical contact boundaries Friendship and conflict Secrets Trust and appreciation for special relationships	Life cycles in nature Growing from young to old Simple boy/girl stereotypes  Recognise and use correct names for main parts of the body (correct terminology)  Preparing for transition to Year Three
<b>Year 3</b>	Self-identity and worth Positivity in challenges Rules, rights and responsibilities Positive attitude around others Community groups Democracy in the local area	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful	Dreams and ambitions New challenges Motivation and enthusiasm Evaluating learning processes Skills and interests in relation to jobs Risks with money (it being lost or stolen) Spending decisions on the environment	Benefits of exercise Fitness challenges Food labelling and healthy swaps Dental health and effects of food and drinks Keeping safe and why it's important online and off line (scenarios) Calling the emergency services Keeping safe around water Identify feelings around safety	Family roles and responsibilities Importance of friendship Maintaining good friendships Friendships and negotiation Being a global citizen Being aware of how my choices affect others	Understanding a baby's needs How my body has changed since I was a baby Keeping parts of the body private Assertiveness  <b>Relationships Education: Being Safe</b>  Preparing for Year Four



<p><b>Year 4</b></p>	<p>Self-respect and happiness Behaving responsibly Being a school citizen Belonging to a group and community Human Rights/Rights of the child Democracy through school parliament</p>	<p>Challenging assumptions Judging by appearance Living in a diverse society Understanding influences Types of bullying</p>	<p>Hopes and dreams Overcoming disappointment Achieving goals in a group Celebrating contributions Keeping track of money Different jobs Career influences</p>	<p>Expressing feelings and emotions Managing feelings and getting support Safe use of medicines/household products Health risks of caffeine, cigarettes and alcohol Basic first aid techniques Fire safety at home</p>	<p>Healthier friendship groups Group dynamics Jealousy Memories of loved ones Getting on and falling out</p>	<p>Basic facts about puberty <b>Outside</b> body changes (boys and girls) <b>Health Education: Changing adolescent body</b> Feelings about change happening to me Stereotypical ideas about parenting/family roles</p>
<p><b>Year 5</b></p>	<p>Rules and the law Being a citizen Making my own behaviour choices Reducing materials for the environment Contributions people make to the community Democracy, having a voice Understanding how parliament works</p>	<p>Cultural differences Importance of a diverse, multicultural society Stereotyping Racism Rumours and name-calling Direct/indirect bullying Material wealth and happiness Respecting other cultures</p>	<p>Future dreams Identifying personal interests and strengths Jobs and careers Goals in different cultures Money choices and attitudes (value for money) Budgeting and tax</p>	<p>Taking care of my mental health Things which impact on mental health Correct use of medicines Vaccinations and immunisations Healthy lifestyle and sleep Emergency aid Body image Relationships with food Taking care of my oral hygiene Healthy lifestyle choices.</p>	<p>Self recognition and self worth Building self esteem Developing empathy and making people feel included Safer online communities Dangers of online grooming Gaining communities online Reporting concerns</p>	<p>Self and body image Emotional and physical changes of puberty Puberty for girls Puberty for boys Managing personal hygiene <b>Health Education: Changing adolescent body</b></p>
<p><b>Year 6</b></p>	<p>Future goals, fears and worries Global citizenship Children's universal rights Group dynamics Inclusion, belonging and addressing extremism Understanding how the government works</p>	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Difference as celebration Empathy</p>	<p>Personal learning goals, in and out of school Having a voice - concerns about the world Making a difference in the world Emotions in success Saving and borrowing money Risk in relation to gambling (winning or losing) money</p>	<p>Taking personal responsibility Maintaining healthy sleep strategies Legal and illegal drug use How substances affect the body Peer influence and the media Exploitation, including 'county lines' and gang culture Managing stress</p>	<p>Identifying mental health worries and sources of support Love and loss - exploring grief Managing feelings Power and control Assertiveness Impact of online sharing Respecting sharing boundaries online Taking responsibility with technology use</p>	<p>Physical and emotional changes during puberty (recap) <b>Health Education: Changing adolescent body</b> Initiating conversations with people I trust Managing changes as I grow up Positive, healthy and loving relationships Managing anxieties around moving to secondary school</p>



**Appendix 5: Parent form: withdrawal from sex education within RSHE**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships, health and sex education (*This can only be from content which falls outside of the statutory content – see section 5 of the policy)			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	