



Date Adopted: Spring 2021  
Date to be reviewed: Autumn 2022

# Quadring Cowley and Brown's Primary School

## Relationships Education Policy PSHE/RHE/RSE

*Article 3- The best interests of the child must be top priority in all actions regarding children.*

*Article 19: All children have the right to be kept safe*

*Article 28: All children have the right to an education*

*Article 29: All children have the right to develop talents and abilities.*

## **Introduction and Rationale**

*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.*

*(DfE, 2019, Relationships Education, Relationships and Sex Education and Health Education)*

At Quadring Cowley and Brown's Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to Relationships and Health Education.

As a maintained primary school, from 2020, all schools must provide Relationship and Health Education (RHE) to all pupils as per section 34 of the Children and Social work act 2017. This includes primary aged children learning about the 'changing adolescent body', included in the expected outcomes for Primary Health Education. As we already deliver a comprehensive PSHE program; we have reviewed and adjusted it to meet the Department of Education (DfE) expectations.

At Quadring Primary School Relationship and Health Education will be taught as part of our PSHE curriculum.

As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum. However, as part of their PSHE education, pupils in Years 5 and 6 will receive stand-alone sex education lessons delivered by the Class teacher or Headteacher.

Effective Relationships and Sex Education (RSE) can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

This is why the DfE recommend:

*"... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).*

Through teaching RHE/RSE, we want to support all children within our school to be happy, healthy and safe - we want to equip them for adult life and to make a positive contribution to society. Effective learning of RHE/RSE is essential for young people to make responsible and well-informed decisions about their future lives.

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

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

Our school is committed to serving its community and surrounding areas. We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them. At our school we embrace the British Values of: Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs.

We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Personal, social, health and economic education (PSHE) are an important and necessary part of all pupils' education. Our Personal Social Health Economic (PSHE) programme promotes the spiritual, moral, cultural, mental and physical development of pupils at Quadring Primary School, preparing them for the opportunities, responsibilities and experiences of later life. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

We use a programme of study developed from the PSHE Association's Primary Scheme of Work Planning Toolkit, which is recommended by the Department for Education as a basis for our relationships education Curriculum. Our programme of Study not only reflects the specific needs of the pupils but also reflects the universal needs shared by all pupils.

### **Definition of RSHE**

Relationships, Sex and Health Education is lifelong learning about physical, moral and emotional development. It is about understanding the characteristics of safe, positive and healthy relationships, which might be with friends, family or other adults. RHE gives pupils the knowledge and skills to make positive, healthy choices, look after themselves and others, and importantly, to keep safe as they develop through life and into adulthood. It prepares pupils for the changes of adolescence and ensures they are equipped to manage these effectively.

### **The aims of RSHE?**

There are four main aims for teaching RSHE within the context of Primary School PSHE (Personal, Social, Health Education):

- To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion
- To help young people develop positive and healthy relationships appropriate to their age, development etc. (respect for self and others)

- To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them
- To empower them to be safe and to be safeguarded.

### **Parental Right to withdraw**

It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

**From September 2020 Relationships and Health education is statutory at primary and parents do not have the right to withdraw their child from the subjects. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.**

As outlined in the DfE guidance (2019), schools are committed to support parents' right to withdraw their child from the non-statutory /non-science components of sex education within RSHE.

Should a parent wish to withdraw their child from Sex Education, it is encouraged for them to meet with the school's headteacher to discuss their reasons for withdrawal. As a school, we are committed to providing parents with additional information or resources to deepen their knowledge and understanding of our RSHE teaching, how this progresses and the benefits to their child. Should parents still choose to withdraw their child from Sex Education in schools, we will respect this decision and understand that parents have the right to teach Sex Education themselves in a way that is consistent with their values. We will also commit to work with these parents to provide suggested learning materials and support to help them provide this learning in a way that they feel comfortable with.

Requests for withdrawal should be put in writing using the form found in Appendix 5 of this policy and addressed to the headteacher.

Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Alternative work will be given to pupils who are withdrawn from sex education.

### **Roles and responsibilities**

The governing board is responsible for:

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

The Headteacher is responsible for:

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

The Relationships Education Subject Lead is responsible for:

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

## **Relationships and Health Education**

### **Intent**

At Quadring Primary School we intend to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this children will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Our school's overarching intent for our pupils is to provide a Relationships Health Education (RSHE) programme of study which ensures all pupils are provided with:

- Accurate, balanced and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.
- Accurate, balanced and relevant knowledge to enable them to appreciate what it means to be a positive, tolerant member of a diverse multicultural society.

Our children will be taught in a safe and supportive learning environment. We will ensure that where a pupil indicates that they may be vulnerable and at risk, they will get appropriate support by staff members following the schools safeguarding/child protection policies.

### **Implementation**

The scheme of work has three core themes, the same for each key stage. Each core theme is divided up into three topic areas, based on the PSHE Association framework:

#### **Core Theme 1: Health and Wellbeing**

Topic areas:

- Healthy lifestyles
- Keeping safe
- Growing and changing

#### **Core Theme 2: Relationships**

Topic areas:

- Healthy Relationships
- Feelings and emotions
- Valuing difference

#### **Core Theme 3: Living in the Wider World**

Topic areas:

- Rights and responsibilities
- Taking care of the environment
- Money matters

Whilst RSHE is split into three separate core themes, in reality there will always be extensive overlap. PSHE and RSHE education addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts. We feel that PSHE/RSHE education should reflect the universal needs shared by all pupils as well as the specific needs of the pupils at our school.

The programme also includes opportunities to link British Values, Social Moral Spiritual Culture (SMSC) and relate to the school ethos and key values. Children have access to key knowledge, language and meanings in order to understand PSHE/RSHE and to use across the wider curriculum. This vocabulary used throughout the teaching of PSHE, RSHE, British Values and SMSC enables pupils to make links across the wider curriculum.

Our curriculum is further enriched by planned in workshops and visitors as well as adapting to the needs of our pupils each term.

Provision is made for children who are vulnerable to meeting age-related expectations to enable them to access year group objectives wherever possible.

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Provision is made for children who have SEND to access year group objectives where possible; a differentiated curriculum is in place for those children working well below year group objectives.

Opportunities are given for consolidation of learning from previous years and differentiation is used as appropriate to meet the needs of all children.

All year groups plan lessons to ensure that the children develop their understanding of the subject, building on previous knowledge.

Pupil interviews are conducted across school in order to further assess knowledge and understanding.

As a result of high quality teaching and engaging experiences, children are well prepared for the next stage in their education.

### **Impact**

#### **Pupil Learning Outcomes**

Our children will demonstrate self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose
- Value self and others
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Have good physical and mental health
- Become healthy and fulfilled individuals
- have resilience to 'bounce back' when faced with adverse childhood experiences
- will have a positive growth mindset
- develop positive and healthy relationship with their peers both now and in the future
- understand the physical aspects involved in RSHE at an age appropriate level
- will have respect for themselves and others
- will have positive body images

They will also demonstrate:

- British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- a healthy outlook towards school - attendance will be in-line with national and behaviour will be good
- achieve age related expectations across the wider curriculum

## **Curriculum Content**

### **Statutory Relationships and Health Education**

As part of our PSHE/Relationships Education programme of study, children will be taught what a relationship is; the different types of relationships they might have e.g. with family members, friends, and other adults; the importance of healthy and secure relationships to wellbeing; what constitutes a healthy relationship, in person and online; how to set and observe appropriate boundaries in relationships; how to recognise when a situation is unsafe; strategies for dealing with situations that they find uncomfortable or that are unsafe; and sources of help and advice.

A summary of the key objectives of the statutory Relationships Education curriculum is set out below in Appendix 1 and 3.

### **Non-Statutory Relationships and Sex Education**

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 3 onwards. As part of the science curriculum, children learn in Year 5 about how reproduction occurs in some plants and animals. The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs.

In each year group, lessons will recap on the content of previous years as a reminder and to allow for children to "catch up" if they were not present for the previous year's lessons.

We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when they are older. Please see the relevant section within this policy for further information on how teachers manage difficult questions in RSE.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults.

### **Organisation/Provision**

Our school will embed RSHE within their PSHE curriculum and use the recommended content within the PSHE Association programme of study as a basis on which to plan the programmes to be delivered.

Class teachers are responsible for teaching RSHE and will do this in a variety of ways. There is dedicated curriculum time/lessons, where the lesson, is solely focused on one the aspect of PSHE to be delivered as well as RSHE being covered through other areas of the school's curriculum; e.g. Religious Education, Science, Topic.

Each year-group is provided with a clear overview of learning objectives, learning outcomes and suggested teaching activities for RHE. This overview is overseen by the PSHE/RHE Lead.

Staff may decide to use additional, similar age-appropriate resources in teaching these lessons, in order to best engage children and ensure they meet the objectives. The content of these supplementary resources will be in line with that outlined for each year group.

In addition, PSHE is developed through whole-school activities and events:

- Our school council; the representatives from each class meet regularly to discuss school matters.
- Themed weeks/BLP days
- Visiting speakers such as Lincolnshire Stay Safe Partnership, PSCO's, Fire Brigade, local church etc.
- Assemblies, both whole school assemblies and class assemblies.

We also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within all of our teachings to establish an effective and safe school environment.

During timetabled PSHE/RSHE time, an emphasis is placed on active learning through:

- planned discussions, whole class, small group, 1:1
- circle-time,
- investigations,
- role-play activities,
- group-work
- problem-solving
- Circle time
- Creative and pupil-initiated activities
- Stories e.g. exploring behavior of characters

Teachers will also deliver the PSHE/RSE curriculum in a way that allows pupils to explore varying viewpoints by ensuring that information is unbiased and impartial. Potentially sensitive questions from pupils within lessons will be answered by teachers in a factual way.

Throughout the delivery of any RHSE lessons, all staff will endeavor to provide a safe learning environment through the establishment of clear

- ✓ Ground Rules which are made explicit to the children and reinforced consistently;
- ✓ External visitors such as the Lincolnshire Stay Safe partnership who contribute to the taught curriculum;
- ✓ Beyond timetabled PSHE/RSHE lessons, pupils are supported in applying the skills they are learning, in real life situations as they arise: e.g. resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group;
- ✓ Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class charters; school council meetings; other pupil led groups; pupil voice; and by taking on roles of responsibility for themselves, for others and for the school;

The curriculum offers discreet whole school themed days/weeks on:-

- ✓ Anti-Bullying
- ✓ Keeping Healthy, Keeping Safe
- ✓ Internet Safety
- ✓ Mental Health/Emotional Wellbeing

### **Foundation Stage**

In the Foundation Stage, PSHE/RSHE is taught as an integral part of the topic work covered during the year. We relate the PSHE aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development. This is also supported through other areas of learning such as Physical development, Knowledge and Understanding of the World and Communication, Language and Literacy. Daily activities including adult initiated and child initiated learning always have many PSHE elements incorporated within them. (For EYFS Ages and Stages see Appendix 2)

### **Assessment**

Teachers use a range of assessment strategies to track pupils' progress towards our learning outcomes. This may include self-assessment and peer assessment. Children may complete pre and post unit assessments in each unit to demonstrate their development. Class Teachers gather assessments at the end of each term, based on the units covered. These assessments allow for teachers to check understanding and to inform planning.

Children's understanding, knowledge and skills are assessed through observation, discussion and questioning and participation in groups. Children will be involved in self-assessment e.g. talking about their own experiences and in special assemblies celebrating achievement. Children will be rewarded in line with the school policy e.g. house points, stickers, certificates in Celebration Assembly and special event assemblies.

### **Teaching PSHE to children with special needs**

All pupils, regardless of their needs must be part of PSHE & RSHE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met - this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session. This PSHE Policy will be carried out in accordance with the SEN Code of Practice 2014.

This high quality teaching - that is differentiated and personalised - will ensure accessibility for all including those pupils with Special Educational Needs and Disabilities (SEND).

Staff at Quadring Primary School are aware that PSHE/RSHE is a particularly important subject for some pupils with SEND due to the nature of their needs and vulnerability. Therefore, in preparation for adulthood outcomes, every effort is taken to differentiate PSHE/RSHE content and deliver it in a personalised way.

### **Equality and Diversity**

At Quadring Primary School, PSHE/RSHE education is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our Relationships Education provision, in accordance with the Equality Act 2010.

### **Relationships Education and ICT**

Learning in PSHE/RSHE will compliment learning in Computing, where the children will develop a sense of global citizenship by safe use of the internet. There is an e-safety policy for all pupils, which aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

### **Parental and Community Involvement**

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

The school works closely with parents by establishing open communication - all parents are consulted in the development and delivery of the curriculum.

Parents are provided with the following information:

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

The school aims to build positive relationships with parents by inviting them into school where possible to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

During the period of COVID and strict guidance around visitors in school, all consultation and communication will be either through Teams, email, or use of the school website to access information.

### **When will RSE be taught and to whom?**

Relationships and Sex Education (RSE) is taught in the summer term to Year 5 and 6 pupils and will be delivered either collectively or separately according to the nature of the content of the teaching. We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education and RSE is taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances. Information will be kept factual and any issues arising will be dealt with sensitively and appropriate to the emotional and mental maturity of the children.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others. We are educating our children to live in the real world with all its contradictions. We mustn't let our adult knowledge and bias prevent us seeing things from a child's perspective. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

Sensitive and controversial issues are certain to arise in learning from real-life experience. Staff will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Staff will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced factual presentation of opposing views. Staff will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Staff will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### **Confidentiality, Safeguarding and Child Protection**

Staff are aware that effective PSHE/RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a safeguarding concern. Staff will refer to Child Protection procedures in line with Keeping Children Safe in Education, 2020.

Everyone involved in PSHE/RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Staff will be aware that effective PSHE/RHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

### **Monitoring and Evaluation of RSHE**

The PSHE/RSHE Lead and SLT are responsible for monitoring the standards of children's work and the quality of teaching. They support colleagues in the teaching of PSHE/RSHE, by giving them information about current developments in the subject.

It is the responsibility of the Headteacher and Governors to ensure that, as well as fulfilling their legal obligations, they also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
- RSHE is well led, effectively managed and well planned;
- the quality of RSHE 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; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations
- Parents are consulted on the RSHE policy and have the opportunity to express their views. They are also informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits.

The Headteacher will monitor this policy on a regular basis and report to governors, when requested, on the effectiveness of the policy. This policy will be reviewed annually and will be approved by Quadring Cowley and Brown's Governing Board.

### **Links with Other Policies**

We recognise the clear link between PSHE and citizenship and the following policies and staff are aware of the need to refer to these policies when appropriate

- Positive Behaviour Policy
- The Equality Policy
- Accessibility Plan
- Acceptable use and E-Safety Policy
- Intimate Care Policy
- RE Policy
- SMSC Policy
- Safeguarding Children Policy
- Use of photography and equipment by Parents and Carers Policy
- SEND Policy
- Curriculum Policy
- Inclusion Policy
- Equal Opportunities Policy
- Anti-Bullying Policy:
- Social, Emotional and Mental Health (SEMH) Policy
- Visitor Policy

### **Legal framework**

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

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

### **Dissemination**

We will raise awareness of this policy via:

- The school website
- The staff handbook
- Meetings with parents
- School events
- Meeting with school personnel
- Communications with home such as weekly newsletters
- Reports such as annual report to parents and headteacher reports to governing body
- Information displays in the main school entrance.

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Draft Policy agreed:

Chair of *Governors* -

Date:

Head teacher -

Date:

Final Policy Agreed:

Chair of *Governors* -

Date:

Head teacher -

Date:

Appendix 1

**Relationships Education Overview - Mandatory**

<b><u>Reception/EYFS</u></b>	<b>Key Vocabulary:</b> <i>friendship, kindness, conflict, problem-solving</i>	
<b>Relationships</b>	<b>Social and emotional development learning intention</b>	I can identify some of the jobs I do in my family and how I feel like I belong.
		I know how to make friends to stop myself from feeling lonely
		I can think of ways to solve problems and stay friends.
		I am starting to understand the impact of unkind words.
		I know how to be a good friend.

<b><u>Year 1</u></b>	<b>Key Vocabulary:</b> <i>protection, kindness, life cycles, respect, unique</i>	
<b>Relationships</b>	<b>Social and emotional development learning intention</b>	I can identify the members of my family and understand that there are lots of different types of families.
		I can identify what being a good friend means to me.,
		I know appropriate ways of physical contact to greet my friends and know which ways I prefer.
		I know who can help me in my school community.
		I can recognise my qualities as a person and a friend.
		I can tell you why I appreciate someone who is special to me.

<b><u>Year 2</u></b>	<b>Key Vocabulary:</b> <i>conflict, physical contact, solve, trust, appreciation, respect, boundaries</i>	
<b>Relationships</b>	<b>Social and emotional development learning intention</b>	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.
		I understand that there are lots of forms of physical contact within a family and that some is acceptable and some is not.
		I can identify some of the things that cause conflict with my friends.
		I understand that sometimes it is good to keep a secret and sometimes it is not.
		I can recognise and appreciate people who can help me in my family, school and community.
		I can express my appreciation for my special people.

The following information is for Key Stage 2 ONLY:

<b><u>Year 3</u></b>	<b>Key Vocabulary:</b> <i>expectations, gender, differences, citizen, global, appreciation, concern</i>	
<b>Relationships</b>	<b>Social and emotional development learning intention</b>	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.
		I can identify and put into practice some of the skills of friendship: e.g. taking turns, being a good listener.
		I know and can use some strategies for keeping myself safe online.
		I can explain how some of the actions and work of people around the world help and influence my life.
		I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.
		I know to express my appreciation to my friends and family.

<b><u>Year 4</u></b>	<b>Key Vocabulary:</b> <i>jealousy, girlfriend, boyfriend, negotiate, compromise, personal, respect</i>	
<b>Relationships</b>	<b>Social and emotional development learning intention</b>	I can recognise situations, which can cause jealousy in relationships.
		I can identify someone I love and can express why they are special to me.
		I can tell you about someone I know that I no longer see.
		I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.
		I understand what having a boyfriend/girlfriend means and that it is a special relationship for when I am older.
		I know how to show love and appreciation for people and animals that are special to me.

<b><u>Year 5</u></b>	<b>Key Vocabulary:</b> <i>self-esteem, confidence, community, online safety, social media, social network, support, characteristics</i>	
<b>Relationships</b>	<b>Social and emotional development learning intention</b>	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.
		I understand that belonging to an online community can have positive and negative consequences.
		I understand there are rights and responsibilities in an online community or social network.
		I know there are rights and responsibilities when I play a game online.
		I can recognise when I am spending too much time using devices (screen time).

		I can explain how to stay safe when using technology to communicate with my friends.
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<b><u>Year 6</u></b>	<b>Key Vocabulary:</b> <i>loss, grief, ashamed, mental health, strategies, technology, online community, online safety, power, control, fake, control</i>	
<b>Relationships</b>	<b>Social and emotional development learning intention</b>	I know that it is important to take care of my mental health.
		I know how to take care of my mental health.
		I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.
		I can recognise when people are trying to gain power or control.
		I can judge whether something online is safe and helpful for me.
		I can use technology positively and safely to communicate with my friends and family.

**Appendix 2**

**EYFS Ages and Stages**

30-50 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> <li>To select and use activities and resources with help.</li> <li>To welcome and value praise for what they have done.</li> <li>To enjoy the responsibility of carrying out small tasks.</li> <li>To be more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>To be confident talking to other children when playing and communicate freely about own home and community.</li> <li>To show confidence in asking adults for help.</li> </ul>
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> <li>To be aware of own feelings and know that some actions and words can hurt others' feelings.</li> <li>To begin to accept the needs of others and to take turns and share resources, sometimes with support from others.</li> <li>To usually tolerate delay when needs are not immediately met, and understand wishes may not always be met.</li> <li>To usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>
		Making Relationships	<ul style="list-style-type: none"> <li>To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>To initiate play, offering cues to peers to join them.</li> <li>To keep play going by responding to what others are saying or doing.</li> <li>To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>
	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> <li>To tell adults when hungry or tired, or when they want to rest or play.</li> <li>To gain more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>To usually manage washing and drying hands.</li> <li>To dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>
	Understanding the World	People and Communities	<ul style="list-style-type: none"> <li>To show interest in the lives of people who are familiar to them. To remember and talk about significant events in their own experiences.</li> <li>To recognise and describe special times or events for family or friends.</li> <li>To show interest in different occupations and ways of life.</li> <li>To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.</li> </ul>
40-60 Months	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> <li>To be confident to speak to others about own needs, wants, interests and opinions.</li> <li>To describe self in positive terms and talk about abilities.</li> </ul>
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> <li>To explain own knowledge and understanding, and ask appropriate questions of others.</li> <li>To take steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul>
		Making Relationships	<ul style="list-style-type: none"> <li>To understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them.</li> </ul>

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			<ul style="list-style-type: none"> <li>To be aware of the boundaries set and of behavioural expectations in the setting.</li> <li>To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul>
	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> <li>To eat a healthy range of foodstuffs and understand a need for variety in food.</li> <li>To usually be dry and clean during the day.</li> <li>To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>To show understanding of the need for safety when tackling new challenges, and consider and manage some risks.</li> <li>To practice some appropriate safety measures without direct supervision.</li> </ul>
ELG	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	<ul style="list-style-type: none"> <li>To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</li> </ul>
		Managing Feelings and Behaviour	<ul style="list-style-type: none"> <li>To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul>
		Making Relationships	<ul style="list-style-type: none"> <li>To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</li> </ul>
	Physical Development	Health and Self-Care	<ul style="list-style-type: none"> <li>To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.</li> </ul>

**Appendix 3**

**Statutory Relationships and Health Education**

**By the end of primary:**

<p><b>Families and People who care for</b></p>	<p>Pupils should know</p> <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.</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><b>Caring friendships</b></p>	<p>Pupils should know</p> <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><b>Respectful friendships</b></p>	<p>Pupils should know</p> <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> </ul>

	<ul style="list-style-type: none"> <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><b>Online relationships</b></p>	<p>Pupils should know</p> <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><b>Being safe</b></p>	<p>Pupils should know</p> <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>

**By the end of primary school pupils should know:**

**Physical Health and Mental Wellbeing**

<b>Mental Wellbeing</b>	<p>Pupils should know</p> <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 wellbeing 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 wellbeing.</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 wellbeing 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>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <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 know how 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></ul>

	<ul style="list-style-type: none"> <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>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <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). •how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know</p> <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> <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>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <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, including visits to the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.</li> <li>• about immunisations.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• know 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>

**Changing  
adolescent  
body**

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 4

Quadring Cowley and Brown's Primary School  
Coverage of Relationship and Health Education

Relationships Education

<b>Families and people who care for me</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
That families are important for children growing up because they give love, security and stability.	√	√	√	√	√	√	√
The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	√	√	√	√	√	√	√
That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	√	√	√	√	√	√	√
That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	√	√	√	√	√	√	√
That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.					√	√	√
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	√	√	√	√	√	√	√

<b>Caring Friendships</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
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.	√	√	√	√	√	√	√
<b>Respectful Relationships</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
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.	√	√	√	√	√	√	√

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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.	√	√	√	√	√	√	√
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.	√	√	√	√	√	√	√

<b>Online Relationships</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
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.			√	√	√	√	√

<b>Being Safe</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
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.	√	√	√	√	√	√	√
	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
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.	√	√	√	√	√	√	√

**Physical Health and Mental Wellbeing (Health Education)**

<b>Mental wellbeing</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
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.	√	√	√	√	√	√	√
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).	√	√	√	√	√	√	√

<b>Internet safety and harms</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
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.				√	√	√	√

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Where and how to report concerns and get support with issues online.	√	√	√	√	√	√	√
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<b>Physical Health and Fitness</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
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.	√	√	√	√	√	√	√

<b>Healthy Eating</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
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).	√	√	√	√	√	√	√

<b>Drugs, Alcohol and Tobacco</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.				√	√	√	√

<b>Healthy and Prevention</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
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.				√	√	√	√

<b>Basic First-Aid</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
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.		√	√	√	√	√	√

<b>Changing adolescent body</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
Key facts about puberty and the changing adolescent body, particularly, including physical and emotional changes.						√	√
About menstrual wellbeing including the key facts about the menstrual cycle.						√	√



**TO BE COMPLETED BY THE SCHOOL**

Agreed actions  
from discussion  
with  
parents/carers

Headteacher  
Name and  
Signature

Date of  
outcome

Date shared  
with  
Parent/Carer

## Appendix 6

### Sample Letter to Parents/Carers regarding Sex Education lessons

Dear Parents and Carers,

As a part of your child's education at Quadring Cowley and Brown's Primary School, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

I am writing to let you know that, over the next **(insert number)** weeks, starting **(insert date)**, your child's class will be taking part in lessons which will focus on the relationships and sex education (RSE) aspect of this programme.

Lessons in year **(insert year)** will include pupils learning about **(select as appropriate or add examples below)**: *Healthy relationships, including friendships; families; growing and changing, including puberty; personal hygiene; changing feelings; becoming more independent; keeping safe; developing self-esteem and confidence.* Pupils will also have opportunities to ask questions.

PSHE education is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body. Please visit the school's website: **(insert link to curriculum information here)** for more detail about our PSHE curriculum. All PSHE teaching takes place will take place in a safe learning environment and is underpinned by our school ethos and values.

We would like to invite you to attend a parent information meeting on **(insert time/date)** to find out more about what your child will learn, view the materials and resources being used in lessons and discover how you can best support your child to discuss these topics at home.

As a school community, we are committed to working in partnership with parents; recent parental feedback has indicated that the overwhelming majority of parents continue to be highly supportive of the relationships and sex education programme. If you would like to find out more or discuss any concerns, we would urge you to attend the information meeting and look forward to seeing you there.

Yours sincerely,

Mrs Jeanette Jameson  
Headteacher  
Subject lead for PSHE education

## Appendix 7

### A guide for Parents/Carers

## Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

### Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching 'relationships and health education' on GOV.UK.

### Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching 'relationships and health education' on GOV.UK.

## Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



## Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department  
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.