

# Powick Church of England Primary School

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## Relationships and Health Policy

Written: January 2020

Latest review carried out:  
January 2024 (JCluley)

Next review Date: January 2025

## ***'Embracing Learning Together'***

At Powick CE Primary School we are a caring Christian community where everyone is welcome and, following the example set by Jesus, we thread kindness and compassion through everything we do. Through working together, we desire for everyone in our community to flourish by developing their God given talents.



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# Powick Church of England Primary School.

## **Statement of intent**

At Powick 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, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

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.

At Powick Primary School, we are choosing to teach aspects of sex education, although this is not a legal requirement, to our Year 6 children. 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.

As a Church of England School, we fully adhere to the Church of England Education Office guidelines that Relationships and Health Education will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. Our relationships, sex and health curriculum is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)

I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

We believe that we have a duty to educate pupils to understand the rights of all people to live freely within their sexual orientation or gender identity without discrimination, therefore fulfilling our duty to prepare pupils to live in modern Britain.

## **1. Legal framework**

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

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, with updates from September 2021.
- 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'
- KCSIE, including updated guidance September 2023
- Gender-questioning guidance released by government December 2023.

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

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- E-safety Policy

## **2. Roles and responsibilities**

2.1. The governing body 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 religious ethos of the school is maintained and developed through the subjects.

2.2. The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.

- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing body on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

2.3. The relationships and health education subject leader 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.

2.4. The appropriate teachers are responsible for:

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

2.5. The SEND Lead is responsible for:

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

### **3. Organisation of the curriculum**

3.1. Every primary school is required to deliver statutory relationships education and health education.

- 3.2. For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- 3.3. For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- 3.4. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school’s PSHE curriculum.
- 3.5. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ guidance.
- 3.6. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- 3.7. The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils’ needs.
- 3.8. We consult with parents, pupils and staff in the following ways:
  - Questionnaires and surveys
  - Parent Partnership Meetings
  - Training sessions
  - Newsletters and letters
- 3.9. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:
  - Organising a meeting with the headteacher.
  - Emailing [office@powick.worcs.sch.uk](mailto:office@powick.worcs.sch.uk) FAO the headteacher.
- 3.10. The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.
- 3.11. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

## **4. Consultation with parents**

- 4.1. The school understands the important role parents play in enhancing their children’s understanding of relationships, sex and health. Similarly, we also understand how important parents’ views are in shaping the curriculum.
- 4.2. The school works closely with parents by establishing open communication – all parents are consulted as outlined in section 3 of this policy.
- 4.3. Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
  - The delivery of the relationships, sex and health curriculum, including what is taught in each year group
  - The legalities surrounding withdrawing their child from the subjects
  - The resources that will be used to support the curriculum
- 4.4. The school aims to build positive relationships with parents by inviting them into school 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.
- 4.5. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

## **5. Relationships education overview**

### **Families and people who care for me**

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

### **Caring friendships**

- 5.2. By the end of primary school, pupils will know:
- How important friendships are in making us feel happy and secure, and how people choose and make friends.
  - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
  - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

### **Respectful relationships**

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

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

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

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

### **Being safe**

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

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

## **6. Relationships education per year group**

- 6.1. The school is free to determine, within the statutory curriculum content outlined in section 5, what pupils are taught during each year group.
- 6.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.
- 6.3. The school plans a progressive curriculum using SCARF (Safety, Caring, Achievement, Resilience, Friendship) as part of the Coram Life Education PSHE scheme of work. The topics are built upon prior knowledge taught in previous years as the pupils progress through school to provide a smooth transition to secondary school.
- 6.4. Appendix A gives the Relationships curriculum overview colour-coded in yellow, showing the half-termly topics of 'Me and my Relationships', 'Valuing Difference' and 'Rights and Respect' for each year group and the progressive nature of our curriculum.

## **7. Health education overview**

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

### **Mental wellbeing**

- 7.2. By the end of primary school pupils will know:
  - That mental wellbeing is a normal part of daily life, in the same way as physical health.

- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms**

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

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

## **Physical health and fitness**

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

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

## **Healthy eating**

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

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

## **Drugs, alcohol and tobacco**

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

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

## **Health and prevention**

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

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

## **Basic first aid**

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

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries

- In line with SCARF updates 2023, learning about sepsis (what it is, the symptoms and what we need to do if we think someone is suffering from sepsis).

### **Changing adolescent body**

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

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

## **8. Health education per year group**

- 8.1. The school is free to determine, within the statutory curriculum content outlined in section 7, what pupils are taught during each year group.
- 8.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.
- 8.3. The school plans a progressive curriculum using SCARF (Safety, Caring, Achievement, Resilience, Friendship) as part of the Coram Life Education PSHE scheme of work. The topics are built upon prior knowledge taught in previous years as the pupils progress through school to provide a smooth transition to secondary school.
- 8.4. Appendix B gives the Health Education curriculum overview colour-coded in green, showing the half-termly topics of 'Keeping Myself Safe', 'Being my Best' and 'Growing and Changing' for each year group and the progressive nature of our curriculum.

## **9. Sex education**

Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that **all** primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle. At Powick Primary we adhere to the recommendations laid out by the Department for Education.

- 9.1. All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.
- 9.2. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.
- 9.3. At our school, we do teach pupils sex education beyond what is required of the science curriculum.

- 9.4. Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with section 3 and section 4 of this policy.
- 9.5. On 24 October 2023, the Secretary of State for Education wrote to all schools reinforcing a previous letter that schools must share RSHE curriculum materials with parents, emphasising parents' rights to see what their children are being taught in Relationships and Sex Education. We offer this annually.
- 9.6. Parents are given the opportunity to advise on what should be taught through sex education.
- 9.7. The age and development of pupils is always considered when delivering sex education.
- 9.8. In Upper Key Stage 2, alongside the SCARF Coram Life Education units of work, we use the 'BBC Active' programme for our sex education curriculum. Year 5 cover puberty and body changes; Year 6 cover this as well as human sexual reproduction.

A puberty checklist for physical and emotional changes is available from Jane Cluley.

The 'BBC Active' programme's structure is as follows:

Unit 1: Growing up – Physical changes:

Years 5: From birth to present day

Years 5 and 6: Looking after my body – PowerPoint.

Years 5 and 6: How does my body change at puberty?

Year 6: What changes do boys and girls go through at puberty?

Year 6: Men's and women's bodies

Years 5 and 6: Am I the same as everyone else?

Years 5 and 6 – GIRLS ONLY: Menstruation PowerPoint. Supported by Girls Puberty e-book resource. Note Year 6 BOYS – slide 4 of the Menstruation PPT.

Year 6 – BOYS ONLY: Boys Puberty e-book resource. What is a wet dream?

Year 6 – Keeping clean (section 3 BOYS ONLY – talks about foreskin and smegma)

Unit 1: Growing up – Emotional changes:

Year 5: Feeling positive

Years 5 and 6: Different times, different friendships

Unit 2: Cycle of Life – Sexual Reproduction:

Year 6 Show the girls and boys all the following, but taught separately:

Puberty the inside story

Vocabulary for sexual reproduction and illustrated glossary available.

Sexual intercourse (cats on the roof)

How a baby grows – the inside story

Previous years' questions that the children have asked (they have heard about and do not know):

Contraception, Caesarean section, IVF PowerPoint incorporating these.

*SCARF covers Feelings, Family life and Friendships comprehensively, so no need to follow the BBC Active programme Units 3-5.*

Years 5 and 6: Looking after your body PowerPoint for discussion (resource from Jane Cluley)

Year 6: Just the way you are – Body Image PowerPoint for discussion (resource from Jane Cluley) This is delivered as part of the Valuing Difference unit of learning or Year 6 PSHE in the SCARF curriculum.

## **10. Delivery of the curriculum and assessment**

- 10.1. The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum.
- 10.2. Through effective organisation and delivery of the subject, we will ensure that:
  - Core knowledge is sectioned into units of manageable size.
  - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
  - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- 10.3. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- 10.4. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 10.5. At the point we consider it appropriate to teach pupils about LGBTQ+ (lesbian, gay, bisexual, transgender, questioning and "plus," which represents other sexual identities including pansexual, asexual and omnisexual), we will ensure that this content is fully integrated into the relationships and health curriculum, rather than delivered as a standalone unit or lesson.
- 10.6. Pupils will be taught about LGBTQ+ in Year 6; however, we will always consider the development and maturity of pupils before teaching this topic.

- 10.7. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- 10.8. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- 10.9. Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- 10.10. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 10.11. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- 10.12. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.
- 10.13. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- 10.14. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
- 10.15. Teachers will focus on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- 10.16. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- 10.17. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 10.18. Any resources or materials used to support learning will be formally assessed by the relationships and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- 10.19. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- 10.20. Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress. Using SCARF formative assessment grids for the whole class, specific to year group with key learning objectives and skills assessed against, class

teachers make a judgement as to where pupils are attaining at the end of each of the six units of study. Criteria is 'Emerging', 'Expected' and 'Exceeding' with key learning statements taken from the curriculum. For Year R SCARF links directly with the EYFS framework.

## **11. Working with external experts**

- 11.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. Coram Life Education bring their 'Life Base' lessons to school for interactive sessions linked to the children's learning in class. This is delivered remotely where public health deems it necessary.
- 11.2. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum.
- 11.3. The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- 11.4. Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- 11.5. The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- 11.6. The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- 11.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

## **12. Equality and accessibility**

- 12.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:
  - Age
  - Sex or sexual orientation
  - Race
  - Disability
  - Religion or belief
  - Gender reassignment
- 12.2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- 12.3. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships,

sex and health education, and the programme will be designed to be inclusive of all pupils.

- 12.4. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.
- 12.5. Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.
- 12.6. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.
- 12.7. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

### 13. Curriculum links

- 13.1. The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- 13.2. Relationships, sex and health education will be linked to the following subjects in particular:
  - **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
  - **Computing** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
  - **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
  - **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
  - **PSHE** – full integration with this subject, with pupils learning about respect and difference, values, characteristics of individuals, how to manage their money and how to live a healthy and safe life.

### 14. Withdrawing from the subjects

- 14.1. Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.
- 14.2. 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.

- 14.3. The headteacher will automatically grant withdrawal requests in accordance with point 14.2; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- 14.4. The headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.
- 14.5. The headteacher will keep a record of the discussion between themselves, the pupil and the parent.
- 14.6. The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.
- 14.7. The parent will be informed in writing of the head teacher's decision.
- 14.8. Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

## **15. Behaviour**

- 15.1. The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- 15.2. Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.
- 15.3. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises.
- 15.4. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-Bullying Policy.
- 15.5. The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

## **16. Staff training**

- 16.1. All staff members at the school will undergo training to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.
- 16.2. Members of staff responsible for teaching the subjects will undergo further training, led by the relationships and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.
- 16.3. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

## **17. Confidentiality**

- 17.1. Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 17.2. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.
- 17.3. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- 17.4. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

## **18. Monitoring quality**

- 18.1. The relationships and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.
- 18.2. The relationships and health education subject leader will conduct subject assessments, which will include a mixture of the following:
  - Self-evaluations
  - Lesson observations
  - Pupil Voice opportunities
  - Learning walks
  - Work scrutiny
  - Lesson planning scrutiny
  - Assessments made by teaching staff against the objectives of learning.

These are recorded on the school's Drive under 'Foundation Subject Assessment'. Teachers have hard copies of class assessments against key learning objectives and carry out half-termly assessments.

- 18.3. The relationships and health education subject leader will create annual subject reports for the headteacher to report on the quality of the subjects.
- 18.4. The relationships and health education subject leader will work consistently with the headteacher to evaluate the effectiveness of the subjects and implement any changes.

## **19. Monitoring and review**

- 19.1. This policy will be reviewed on an annual basis by the relationships and health education subject leader and headteacher. The next scheduled review date for this policy is January 2025.
- 19.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

- 19.3. The governing body is responsible for approving this policy.
- 19.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

<b>Author</b>	<b>Jane Cluley</b>
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<b>Date ratified</b>	<b>January 2020</b>
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<b>Date reviewed and re-ratified</b>	<b>January 2021</b>
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<b>Date reviewed and re-ratified</b>	<b>January 2022</b>
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<b>Date reviewed and re-ratified</b>	<b>January 2024</b>
<b>Review date</b>	<b>January 2025</b>

## 20. Appendices

### Appendix A Overview of the curriculum – Relationships: Year R to Year 6.

PSHE and wellbeing long-term plan (including DfE statutory requirements for Relationships Education and Health Education)



Year/Term	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
<b>Y1</b>	Feelings Getting help Classroom rules	Recognising, valuing and celebrating difference Developing tolerance and respect	How our feelings can keep us safe Keeping healthy Medicine Safety	Taking care of things: My self My money My environment	Growth Mindset Keeping by body healthy	Getting help Becoming independent My body parts
<b>Y2</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others  Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation  Self-regulation	Growth Mindset  Looking after my body	Life cycles  Dealing with loss  Being supportive
<b>Y3</b>	Cooperation Friendship (including respectful relationships)	Recognising and respecting diversity Being respectful and tolerant	Managing risk Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped	Keeping myself healthy Celebrating and developing my skills	Relationships Keeping safe
<b>Y4</b>	Recognising feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment	Body changes during puberty Managing difficult feelings Relationships including marriage
<b>Y5</b>	Feelings Friendship skills, including compromise	Recognising and celebrating difference,	Managing risk, including	Rights and responsibilities Rights and responsibilities	Growing independence and taking responsibility	Managing difficult feelings Managing change

	Assertive skills	including religions and cultural Influence and pressure of social media	staying safe online Norms around use of legal drugs (tobacco, alcohol)	relating to my health Decisions about lending, borrowing and spending	Media awareness and safety	Getting help
<b>Y6</b>	Assertiveness Cooperation Safe/unsafe touches	Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour	Emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money	Aspirations and goal setting Managing risk	Keeping safe Body Image Self esteem

### Appendix B Overview of the curriculum – Health Education: Year R to Year 6.

PSHE and wellbeing long-term plan (including DfE statutory requirements for Relationships Education and Health Education)



Year/Term	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
<b>EYFS</b>	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
<b>Y1</b>	Feelings Getting help Classroom rules	Recognising, valuing and celebrating difference Developing tolerance and respect	How our feelings can keep us safe Keeping healthy Medicine Safety	Taking care of things: My self My money My environment	Growth Mindset Keeping by body healthy	Getting help Becoming independent My body parts
<b>Y2</b>	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others  Listening Skills	Safe and unsafe secrets  Appropriate touch  Medicine safety	Cooperation  Self-regulation	Growth Mindset  Looking after my body	Life cycles  Dealing with loss  Being supportive
<b>Y3</b>	Cooperation Friendship (including respectful relationships)	Recognising and respecting diversity	Managing risk Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped	Keeping myself healthy Celebrating and	Relationships Keeping safe

		Being respectful and tolerant			developing my skills	
<b>Y4</b>	Recognising feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment	Body changes during puberty Managing difficult feelings Relationships including marriage
<b>Y5</b>	Feelings Friendship skills, including compromise Assertive skills	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)	Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending	Growing independence and taking responsibility Media awareness and safety	Managing difficult feelings Managing change Getting help
<b>Y6</b>	Assertiveness Cooperation Safe/unsafe touches	Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour	Emotional needs Staying safe online Drugs: norms and risks (including the law).	Understanding media bias, including social media Caring: communities and the environment Earning and saving money	Aspirations and goal setting Managing risk	Keeping safe Body Image Self esteem

### Appendix C: Recognising and Reporting Abuse in Education in line with latest Government guidance 2021.

**Date: May 2021**

In teaching the Relationships, Sex and Health Education curriculum, at Powick CE Primary School we have full regard for the statutory guidance which will ensure that children understand what positive, healthy and respectful relationships look like, on and offline. We use our SCARF programme of study from Year Reception to Year 6 to build knowledge and understanding for this, fostering a security for our children in knowing what safety and happiness looks like. Keeping safe is an integral part of the children's relationships' education.

As part of our PSHE Relationships curriculum, through our SCARF programme and discreet Sex Education curriculum (for Years 5 and 6), we teach pupils the knowledge they need in order to recognise and report abuse, including emotional, physical and sexual abuse. This goes hand-in-hand with our robust safeguarding policy to make sure teachers, pastoral staff and the designated safeguarding lead are equipped to deal with sensitive discussions and potential disclosures.

We always have and will continue to take these matters very seriously. The Everyone's Invited campaign has rightly served to focus our minds on the need to continue to work together to protect children. Creating a culture that fosters healthy relationships and challenges harassment and abuse is integral to this.

The new NSPCC helpline, Report Abuse in Education, launched on 1 April 2021. Working with the Department for Education (DfE), who have commissioned the NSPCC on this initiative, the bespoke helpline provides appropriate support and advice to victims of abuse and harassment, and concerned adults, including onward action such as contacting the police if they wish to.

This dedicated helpline will offer support to:

- all children and young people making current and non-recent disclosures of sexual harassment or abuse on school grounds within school time, and incidents linked to school in any capacity
- any children or young people who want to talk about being involved or witnessing any incidents
- any adults who have experienced non-recent abuse
- parents and carers who have any concerns about their own or other children
- professionals who work in schools and need support in this or related issues

Young people and adults can contact the NSPCC helpline, Report Abuse in Education on 0800 136 663 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

At Powick CE Primary School, we educate our children and work with our families to ensure the safety of our pupils.

## **Appendix D: How our PSHE/RSE curriculum addresses KCSIE 2023**

**Date: Autumn 2023.**

At Powick CE Primary School, our community, and our place within it, is at the centre. Our vision is to develop all the children in our care to fulfil their potential which includes becoming caring members of our community and positive role models to others.

We build skills for life by applying our Christian values alongside a well-planned PSHE curriculum. We foster children's self-esteem and help them to build positive relationships with others.

In teaching the Relationships, Sex and Health Education curriculum at Powick CE Primary School through PSHE, we have full regard for the statutory guidance which will ensure that children understand what positive, healthy and respectful relationships look like, on and offline. We use our SCARF programme of study from Year Reception to Year 6 to build knowledge and understanding for this, fostering a security for our children in knowing what

safety and happiness looks like. Keeping safe is an integral part of the children's relationships' education.

As part of our PSHE Relationships curriculum, through our SCARF programme and discreet Sex Education curriculum (for Years 5 and 6), we teach pupils the knowledge they need in order to recognise and report abuse, including emotional, physical and sexual abuse. This goes hand-in-hand with our robust safeguarding policy to make sure teachers, pastoral staff and the designated safeguarding lead are equipped to deal with sensitive discussions and potential disclosures.

We always have and will continue to take these matters very seriously. The Everyone's Invited campaign has rightly served to focus our minds on the need to continue to work together to protect children. Creating a culture that fosters healthy relationships and challenges harassment and abuse is integral to this. Reporting abuse in education through a bespoke NSPCC helpline provides appropriate support and advice to victims of abuse and harassment, and concerned adults, including onward action such as contacting the police if they wish to. Our children are made aware of the avenues they can take, integral to which is the network of support at school.

#### How our PSHE curriculum supports teaching and learning about protected characteristics

The UK government recognises how important it is that "All children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people."

At Powick CE Primary we promote equality and children's understanding of the protected characteristics through a planned curriculum that is delivered so that children develop age-appropriate knowledge and understanding. Teaching and learning about protected characteristics is fully integrated into SCARF, through age-appropriate content across the SCARF spiral curriculum. For example, our children learn about the different types of family groups that exist within society, appropriate to their level of understanding and life experiences. Prejudice and discriminatory behaviours are recognised and addressed as contrary to our school values and distinctive Christian vision.

Some protected characteristics benefit from the in-depth coverage that will give children time to explore the knowledge and attitudes that will help them develop an appreciation of them. SCARF lessons that provide this greater depth to the relevant protected characteristics span from Year R to Year 6, however teaching and learning about them threads through the vast majority of SCARF lesson plans.

Children's personal development ensures that understanding of any form of abuse or bullying in regard to age, disability, gender, race, religion or belief, or sexual orientation is taught through our SCARF curriculum and recognised as being unacceptable. For example, LGBTQ+ inclusion is part of the statutory relationships education/relationships and sex education curriculum. LGBTQ+ inclusive education focuses on promoting equality, reducing bullying and improving the educational experiences of LGBTQ+ children and young people by including LGBTQ+ identities in SCARF resources.

We continue to recognise the impact of domestic abuse, including the potential short-term and long-term detrimental impact on children's health, wellbeing, and ability to learn if they are experiencing domestic abuse at home or within their own intimate relationships. Our

comprehensive PSHE curriculum is kept up-to-date and addresses issues at an age-appropriate knowledge and understanding level.

Online safety is addressed in our spiral PSHE curriculum and complements the learning covered in Computing across the age groups. Key messages, for example 'Block it, report it, delete it' are taught and the children are keenly aware of these by Year 6 as cumulative learning takes place across our primary school. This complements our Computing curriculum.

We recognise and address the new information in the KCSIE 2023 document with regard to mental health of children affecting attendance. Our detailed and robust PSHE curriculum is one element of children's weekly experience at Powick CE Primary where they can express their feelings and appreciate one another's, recognising what it is to be part of a secure and safe learning community. This extends to our acknowledgement of radicalisation and children being susceptible if they fit risk factors detailed in the KCSIE 2023 document. These risk factors are at the forefront of our planning and delivery when relevant to a class: LGBTQ+, LAC, SEND, bereaved and those in poverty. The SCARF documentation has a range of extra support materials which teachers are able to easily access to cover issues that arise with a child or class, and at Powick CE Primary we are ready to adapt learning experiences for the children alongside their specified curriculum learning, in order to keep them safe.

Jane Cluley. Autumn 2023.

## **Appendix E: Gender-questioning in Education in line with latest Government guidance December 2023.**

Gender-questioning guidance from DfE.

This is draft guidance that will go into the consultation phase for twelve weeks.

At Powick, we are rigorous about recording discussions we have with children that need to be brought to the attention of Miss Worthington as our Safeguarding Lead via CPOMS. This will be the policy that we should follow, should any gender-questioning issues arise with members of our classes. The DSL has a duty to take the necessary safeguarding steps, as are already in place for any safeguarding issue, as detailed in our school policy.

The guidance can be found at:

<https://educationhub.blog.gov.uk/2023/12/19/gender-questioning-children-guidance-schools-colleges/>

The key messages are:

Schools and colleges have a duty to safeguard and promote the welfare of all children, which means that a cautious approach should be taken when responding to requests to social transition.

Schools and colleges should create an environment that is respectful of all beliefs. This means no one should be expected to use preferred pronouns.

While the guidance is there to help teachers, parents' views should be at the centre of every decision schools make about their child.