

St Andrew's C.E. Primary School Attendance Policy



With God's help, we aim high Relationships and Health Education Policy

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Appendix 1

Statement of intent

We undertake to follow the principles in the Church of England Education Office *Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)* www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-and-sex-education

Our School Vision

Our school will continue to be a happy, welcoming and inclusive Christian environment, where everyone is treated equally and expectations are high.

We will provide a safe, caring and stimulating environment in which every individual is cared for spiritually, morally, intellectually, physically, socially and emotionally, guided by the values of our Christian faith.

We will combine high standards with a broad, balanced and rich curriculum which encourages creativity and inspires a commitment to lifelong learning.

We will focus our teaching and learning on the needs, abilities and enthusiasms of individuals, providing a tailored approach to supporting all pupils according to their needs.

We will work in partnership with parents, parish and stakeholders to place our school at the heart of the community it serves.

We will build on our strengths and drive our own improvement, set ambitious and challenging targets, recognising that everyone can always do better.

Our School Values are Forgiveness, Friendship, Peace, Trust, Hope, Thankfulness, Perseverance

At St Andrew's, 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.

We understand our responsibility to deliver a high-quality, age-appropriate and evidencebased 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.

This policy takes into account the requirements of the Equalities Act 2010

www.legislation.gov.uk/ukpga/2010/15/contents and has been written in accordance with the statutory guidance document "[Relationships and Sex Education \(RSE\) and Health Education](#)" (DfE, 2019).

Signed by:

_____ Head teacher Date: _____

_____ Chair of governors Date: _____

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
- Equality Act 2010
- Education Act 1996
- Human Rights Act 1998
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

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

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equalities policy

2. Roles and responsibilities

2.1. The school's 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.
- Ensuring the Christian ethos of the school is maintained and developed through the subjects.

2.2. The head teacher 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.

2.3. The relationships and health education (PSHE) 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 and health curriculum through Heart Smart and Coram
- Ensuring the relationships and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships 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 head teacher.

2.4. Class teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships 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 and health curriculum.
- Responding to any safeguarding concerns in line with the Safeguarding and Child Protection Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO 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 SENCO 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 education” is defined as teaching pupils about healthy, positive, respectful relationships, focussing on friendships, family relationships and relationships with other children and adults including online.
- 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 using the Heart Smart curriculum supplemented with Coram.
- 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
 - Meetings
 - Training sessions
 - Newsletters and letters
- 3.9. Any parent or teacher wishing to provide feedback about the curriculum can do so at any time during the academic year by emailing office@standrewsoh.bolton.sch.uk
- 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 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 in the development and delivery of the curriculum, as outlined in **section 3** of this policy.
- 4.3. Parents are provided with the following information:
 - The content of the relationships and health curriculum
 - The delivery of the relationships 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.

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 best practice spiral based curriculum with progression and assessment tools. Topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.
- 6.4. See **appendix 1** for Relationships and Health Education long term plan for all age groups.

Health Education overview

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

Mental wellbeing

- 6.6. 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

6.7. 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

6.8. 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

6.9. 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

6.10. 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

6.11. 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

6.12. 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.

Changing adolescent body

6.13. 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.

7. Health education per year group

7.1. The school is free to determine, within the statutory curriculum content outlined in **section 6**, what pupils are taught during each year group.

7.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.

7.3. The school plans a best practice spiral based curriculum with progression and assessment tools. Topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

7.4. See **appendix 1** for Health Education long term plan for all age groups

8. Sex education

- 8.1. 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.
- 8.2. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.
- 8.3. 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.
- 8.4. Parents are given the opportunity to advise on what should be taught through sex education.
- 8.5. The age and development of pupils is always considered when delivering sex education.

9. Delivery of the curriculum

- 9.1. The relationships and health curriculum will be delivered as part of our PSHE curriculum.
- 9.2. 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 (Heart Smart and SCARF Coram units).
 - 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.
- 9.3. 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.
- 9.4. 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.
- 9.5. Pupils will be taught about LGBTQ+ in Year 6; however, we will always consider the development and maturity of pupils before teaching this topic through the topic units in Coram Scarf units
- 9.6. 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.
- 9.7. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils’ needs.
- 9.8. 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.
- 9.9. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 9.10. 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.
- 9.11. 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 Online Policy.

9.12. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

9.13. 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.

9.14. The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.

9.15. Teachers will focus on the importance of healthy relationships and marriage, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

9.16. 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.

9.17. 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.

9.18. 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.

9.19. 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.

9.20. At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

9.21. Whilst there are no formal examinations for the relationships and health curriculum, the school will undertake informal assessments to determine pupil progress – these include group presentations and group tasks

10. Working with external experts

10.1. 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.

10.2. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum.

10.3. The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.

10.4. 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.

10.5. 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.

10.6. 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 Safeguarding and Child Protection Policy.

10.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

11. Equality and accessibility

11.1. Protected Characteristics: 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
- Disability
- gender reassignment
- marriage and civil partnerships
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

11.2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

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

11.4. 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.

11.5. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Promoting Positive Behaviour Policy, as well as a Safeguarding and Child Protection Policy, which sets out expectations of pupils.

12. Curriculum links

12.1. The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

12.2. 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 online 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.
- RHE – pupils learn about respect and difference, values and characteristics of individuals.

13. Withdrawing from the subjects

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

13.2. 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.

13.3. The head teacher will automatically grant withdrawal requests in accordance with point 13.2; however, the head teacher 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.

13.4. The head teacher 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.

13.5. The head teacher will keep a record of the discussion between themselves, the pupil and the parent.

13.6. The head teacher 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.

13.7. The parent will be informed in writing of the head teacher's decision.

13.8. Where a pupil is withdrawn from sex education, the head teacher will ensure that the pupil receives appropriate alternative education.

13.9 Whilst parents and carers have the right to withdraw their child from all or part of the sex education curriculum, the school cannot be held responsible for any content that their child might overhear being discussed at other parts of the school day.

14. Behaviour

14.1. The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

14.2. Any bullying incidents caused as a result of the relationships and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

14.3. Any occurrence of these incidents will be reported to a member of school staff, and investigated following the processes in our Promoting Positive Behaviour Policy and Anti-Bullying Policy.

14.4. The head teacher will decide whether it is appropriate to notify the police or an anti-social behaviour co-ordinator in their LA of the action taken against a pupil.

15. Staff training

15.1. All staff members at the school will undergo training on a termly basis to ensure they are up-to-date with the relationship and health education programme and associated issues.

15.2. Members of staff responsible for teaching the subjects will undergo further training on a termly basis, led by the relationships and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

15.3. 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.

16. Confidentiality

16.1. Confidentiality within the classroom is an important component of relationships, and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

16.2. Teachers will, however, alert the head teacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Safeguarding and Child Protection Policy.

16.3. 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.

16.4. 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 Safeguarding and Child Protection Policy.

17. Monitoring quality

17.1. The relationships and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

17.2. The relationships and health education subject leader will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny
- Pupil voice

17.3. The relationships and health education subject leader will create annual subject reports for the head teacher and governing board to report on the quality of the subjects.

17.4. The relationships and health education subject leader will work regularly and consistently with the head teacher and RSE link governor, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

18. Monitoring and review

18.1. This policy will be reviewed on an annual basis by the relationships and health education subject leader and head teacher. The next scheduled review date for this policy is *****

18.2. 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.

18.3. The Trustees are responsible for approving this policy.

18.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Appendix 1 – Heart Smart and Coram Scarf Schemes of work

Heart Smart covers all the requirements for the updated Relationships and Health Education Curriculum. 90% of the recommended PSHE requirements are covered as specified by the PSHE Association.

The Coram / Scarf lessons that meet these other suggested requirements. Below is an index of their resources which will supplement the remaining required coverage.

Core theme 1: Health and Wellbeing	Coram/Scarf Year Group and Unit
H10 The names of the parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.	Year 4 - All Change Year 5 - Changing Bodies and Feelings
H19 About Human Reproduction	Year 5 - Changing Bodies and Feelings Year 6 – Making Babies
H20 About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact ; understanding that actions such as FGM constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.	Year 6 – Is This Normal? Year 6 – Acting Appropriately
H21 Strategies for keeping physically and emotionally safe including road safety (including cycle safety) and safety in the environment (including rails, water and fire safety)	This is covered through Bikeability inn Year 6, KS2 swimming, and through external visitors who deliver specific and age appropriate assemblies.
Core theme 2: Relationships	Coram/Scarf Year Group and Unit
R17 About the difference between, and the terms associated with sex, gender identity and sexual orientation	Year 4 – That is such a stereotype Year 5 – Stop Start Stereotypes Year 5 – Is it true? Year 6 – We have more in common than not Year 6 – Boys will be boys – Challenging gender stereotypes
R19 That two people who love and care for one another can be in a committed relationship and may not be in a marriage or in a civil partnership	Year 6 – Don't force me Activity 1
R20 That someone forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage	Year 6 – Don't force me Activity 2
Core theme 3: Living in the Wider World	Coram/Scarf Year Group and Unit
L2 To help construct, and agree to follow, group, class and school rules and to understand how these rules help them	Year 1 – Harold's School Rules Year 1 – Why we have rules Year 2 – Getting on with others Year 2 – Our classroom rules Year 3 – As a rule Year 4 – Making choices Year 4 – How do we make a difference? Year 5 – Local Councils
L4 That theses universal rights are there to protect everyone and have primacy both over national law and family and community practices	Year 6 – Is this normal? Year 6 – Acting appropriately
L5 To know that there are some cultural practices which are against British law and universal human rights such as FGM	Year 6 – Don't force me

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
RELATIONSHIPS EDUCATION							
Families and people who care for me <i>Pupils should know...</i>							
F1	that families are important for children growing up because they can give love, security and stability.	✓	✓	✓	✓	✓	✓
F2	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.	✓			✓	✓	
F3	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.		✓		✓		✓
F4	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.	✓			✓	✓	
F5	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.						✓
F6	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 <i>Pupils should know...</i>							
CF1	how important friendships are in making us feel happy and secure, and how people choose and make friends.	✓	✓	✓	✓	✓	✓
CF2	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	✓	✓	✓	✓	✓	✓

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		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
CF3	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	✓	✓	✓	✓	✓	✓
CF4	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.	✓	✓	✓	✓	✓	✓
CF5	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.	✓		✓	✓	✓	✓
Respectful Relationships <i>Pupils should know...</i>							
RR1	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.	✓	✓		✓	✓	✓
RR2	practical steps they can take in a range of different contexts to improve or support respectful relationships.	✓	✓	✓	✓	✓	✓
RR3	the conventions of courtesy and manners.		✓	✓	✓		
RR4	the importance of self-respect and how this links to their own happiness.	✓	✓	✓	✓	✓	✓
RR5	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.		✓	✓	✓	✓	✓
RR6	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.	✓	✓		✓	✓	✓
RR7	what a stereotype is, and how stereotypes can be unfair, negative or destructive.			✓			
RR8	the importance of permission-seeking and giving in relationships with friends, peers and adults.				✓		



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	Online Relationships <i>Pupils should know...</i>						
OR1	that people sometimes behave differently online, including by pretending to be someone they are not.			✓		✓	✓
OR2	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.	✓	✓				
OR3	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	✓	✓	✓			
OR4	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.					✓	
OR5	how information and data is shared and used online.		✓	✓			
	Being Safe <i>Pupils should know...</i>						
BS1	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).				✓	✓	✓
BS2	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.						✓
BS3	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	✓		✓			
BS4	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	✓				✓	
BS5	how to recognise and report feelings of being unsafe or feeling bad about any adult.	✓		✓	✓	✓	✓



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
BS6	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	✓				✓	
BS7	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	✓	✓			✓	
BS8	where to get advice e.g. family, school and/or other sources.	✓	✓		✓	✓	

		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	HEALTH EDUCATION						
	Mental Wellbeing <i>Pupils should know...</i>						
MW1	that mental wellbeing is a normal part of daily life, in the same way as physical health.	✓	✓	✓	✓	✓	✓
MW2	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.	✓	✓	✓	✓	✓	✓
MW3	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.	✓	✓	✓	✓	✓	✓
MW4	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	✓	✓	✓	✓	✓	✓
MW5	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.				✓		
MW6	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	✓	✓				✓
MW7	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.		✓	✓		✓	



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
MW8	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	✓	✓		✓	✓	✓
MW9	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).	✓	✓		✓		
MW10	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.				✓		
	Internet Safety and Harms <i>Pupils should know...</i>						
ISH1	that for most people the internet is an integral part of life and has many benefits.	✓			✓		
ISH2	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.				✓	✓	✓
ISH3	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.					✓	✓
ISH4	why social media, some computer games and online gaming, for example, are age restricted.					✓	✓
ISH5	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.				✓		
ISH6	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.			✓		✓	✓
ISH7	where and how to report concerns and get support with issues online.		✓		✓		



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	Physical Health and Fitness <i>Pupils should know...</i>						
PH1	the characteristics and mental and physical benefits of an active lifestyle.	✓	✓	✓			
PH2	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.		✓				
PH3	the risks associated with an inactive lifestyle (including obesity).		✓	✓			
PH4	how and when to seek support including which adults to speak to in school if they are worried about their health.			✓			
	Healthy Eating <i>Pupils should know...</i>						
HE1	what constitutes a healthy diet (including understanding calories and other nutritional content).			✓			
HE2	the principles of planning and preparing a range of healthy meals.		✓	✓			✓
HE3	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).		✓				
	Drugs, alcohol and tobacco <i>Pupils should know...</i>						



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
DAT1	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.				✓	✓	✓
	Health and prevention Pupils should know...						
HP1	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.						✓
HP2	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		✓				
HP3	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.					✓	
HP4	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	✓					
HP5	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	✓			✓		
HP6	the facts and science relating to allergies, immunisation and vaccination.			✓			✓
	Basic First Aid Pupils should know...						
BFA1	how to make a clear and efficient call to emergency services if necessary.			✓			
BFA2	concepts of basic first-aid, for example dealing with common injuries, including head injuries.			✓			
	Changing adolescent body Pupils should know...						



		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
CAB1	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.				✓	✓	✓
CAB2	about menstrual wellbeing including the key facts about the menstrual cycle.					✓	

