Moorlands Primary School
High Expectations, High Achievements, Challenge and Enjoyment for All

Draft

Relationships Education, Relationships and Sex Education and Health Education (RSHE) Policy

Moorlands Primary School

Approved/adopted by		
Last reviewed by/on	Sarah Jones Simon Dean	15.4.21
Next review date due by		

The policy is informed by **Relationships Education, Relationships and Sex education (RSE) and Health Education statutory guidance (DfE,2019)**

The rationale for the Moorlands Primary School RSHE policy

- All schools and academies (except for maintained nursery schools) are required to have a written policy for relationships education or relationships and sex education (DfE, para 13/page 11). There is no requirement to include health education.

- This document is designed to support schools in developing or updating their policy for relationships, sex, and health education (RSHE).

- The policy is underpinned by the values and principles outlined in the **Kirklees Charter for RSHE** (Appendix 1).

- The policy sets out the framework for the relationships and health curriculum, providing clarity on how it is informed, organised, and delivered.   It will also outline the content for sex education.

- This policy will be known as the Moorlands Primary School RSHE policy.

What is required: policy check list – minimum requirements (DfE checklist, para 16, page 11-12)

All schools and academies, except maintained nursery schools, are required to have a written policy for relationships and sex education.

This should include:
- A definition of relationships education and a definition of sex education.
- Requirements on schools in law (e.g. The Equality Act, 2010).
- Content and delivery of RSHE (e.g. through science, health education or RSHE/PSHE ed).
- Roles and responsibilities (who is responsible for teaching it).
- How the policy was produced (including engagement with parents).
- How the delivery of the content will be made accessible to all pupils including those with SEND.
- How the subject will be monitored and evaluated.
- Explanation of the right to withdrawal from sex education.
- Confirmation of the review date.

Legislation and statutory guidance

At Moorlands Primary School, we are required to provide relationship education and health education to all pupils.
The policy has due regard to the following legislation and guidance:
- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society,* whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life…*
- Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010 and the Public Sector Equality Duty 2011.
- The Equality Act 2010 and schools (DfE, 2014).
- Mental health and behaviour in school (DfE, 2018).
- Science programmes of study: Key Stages 1 and 2 (DfE, 2013).
- Science programmes of study: Key Stage 3 (DfE, 2013).
- Keeping children safe in education – for schools and colleges (DfE, 2020).
- Promoting fundamental British values through SMSC (DfE, 2014).

Definitions

- **RSHE:** Relationships education, relationships and sex education and health education.
- **Health education:** Physical health and mental wellbeing.
- **Relationships education:** The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
- **Sex education:** There is no agreed definition in the new RSHE guidance. In this policy the definition of sex education is 'how a baby is conceived and born' (reproduction and birth)**.**
- **RSE:** Relationships and sex education.
- **PSHE:** Personal, Social, Health and Economic (PSHE) education.

Policy development

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

The three key stages of policy development:

INFORM	Share the facts about the new guidance, including the statutory content.
CONSULT	Gather stakeholder views (children via the school council, staff, parents and Governors)
SUPPORT	Share the policy, resources and activities. Help parents complement the teaching in school

The RSHE policy at Moorlands Primary School, has been developed following consultation with the whole school community. The process of policy development involved the following steps:
- A lead member of staff and/or RSHE working group reviewed the current provision.
- DfE guidance and information about RSHE was shared with stakeholders (children, staff, parents, and governors).
- Knowledge of the local school context helped us to understand the needs and priorities of our school community.
- Stakeholder engagement sessions were held so everyone could understand what matters to the children, young people, and adults in our school community.
- A draft policy was shared with stakeholders for comments. These comments were considered by the Governing Board and/or RSHE working group.
- The policy was ratified (adopted) by the Governing Board.
- The policy was shared with parents and is available on the school website.

Statement of intent

This policy outlines the approach to relationships, sex and health education (RSHE) at Moorlands Primary School**.** It is underpinned by the **Kirklees Charter for RSHE** (principles and values) and complements the vision/value/ethos of Moorlands Primary school

Relationships, sex, and health education is important at Moorlands Primary School because it:

- Prepares pupils for the opportunities, responsibilities, and experiences of adult life.
- Gives pupils the knowledge they need to make informed decisions about their health and well-being.
- Supports pupils' skills to recognise positive, healthy, and respectful relationships.
- Helps to safeguard pupils, so they can find and access help and support.
- Teaches pupils' tolerance, the importance of equality, and respect for diversity.
- Develops pupils' self-respect and self-worth, confidence, and empathy.
  All schools need to consider the obligations contained in the Equality Act 2010 and their responsibilities outlined in **Public Sector Equality Duty Guidance for schools in England (EHRC, 2014)**

Roles and responsibilities

a. The Governing Body
- Ensure the school meets its statutory requirements in relation to relationships and sex education.
- Approve the RSHE policy.
- Hold the Headteacher to account for the implementation of the policy (checking the RSHE curriculum is well-led and effectively managed).

b. The Headteacher
- The development and implementation of the RSHE policy.
- Agree the curriculum delivery model (where it will be taught, the time allocation and staffing).
- Ensure RSHE is resourced, staffed, and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils.
- Enable staff to be suitably trained to teach relationships and sex education.
- Encourage parents to engage with the formation of the policy and know about the final policy.
- Support requests from parents to excuse their child from sex education (including organising alternative education for any pupils withdrawn).
- Report to the Governing Board on the implementation and effectiveness of the policy.
- Review the policy (on an annual basis).

c. Lead teacher for RSHE

- Support the development and implementation of the RSHE policy.
- Develop the school's RSHE curriculum and delivery model.
- Ensure continuity and progression between each year groups.
- Work with other teachers (including subjects leads) to ensure the RSHE curriculum complements, but does not duplicate, any content in other subjects.
- Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE.
- Provide teachers with resources to support RSHE delivery.
- Monitor and evaluate the effectiveness of RSHE and support teaching staff if required.
- Report to the Headteacher/Governing Board regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.

d. SENCO

- Advise teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff).

e. All teachers of RSHE

- Know and act in accordance with the RSHE policy.
- Reflect the law (including the Equality Act 2010) as it applies to sex and relationships.
- Consider how their personal views and/or beliefs might impact on their teaching of RSHE.
- Monitor pupil progress in line with school policy.
- Work with the SENCO to identify and respond to the needs of pupils with SEND.
- Report any concerns about RSHE teaching to the lead teacher and/or senior leader.
- Report any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy).
- Respond professionally and appropriately to any parent who has withdrawn their child from sex education.
- Share any concerns they may have about teaching RSHE with the lead teacher and/or Headteacher. Staff do not have the right to opt out of teaching RSHE.

The RSHE curriculum: see Appendix 2 for statutory content (detail) and Appendix 3 for detail of the RSHE/PSHE ed curriculum content at Moorlands Primary School

- The RSHE curriculum has been organised in line with the statutory requirements outlined in **Relationships Education, Relationships and Sex education (RSE) and Health Education statutory guidance (DfE,2019)**
- DfE update **DfE communication to schools on RSHE implementation** (update, June 2020)

RHE Statutory Content Summary (Primary School)
There is no statutory content for sex education.

Relationships Education (para 62, page 20)	Health Education (para 96, page 32)
• Families and people who care for me • Caring relationships • Respectful relationships • Online relationships • Being safe	• Internet safety and harms • Physical health and fitness • Healthy eating • Drugs, alcohol and tobacco • Health and prevention • Basic first aid • Changing adolescent body (including puberty and menstruation)

- The content of the RSHE curriculum at Moorlands Primary School is informed by:
    - ❖ National guidance and evidence-based research about RSHE/PSHE ed.
    - ❖ Information about the law/ legal rights including the Equality Act 2010 and Public Sector Equality Duty.
    - ❖ Relevant health and other data (both local and national).
    - ❖ The views of pupils, staff, parents, and governors.
- Nationally recognised and/or quality assured resources (e.g. The PSHE Association, NSPCC, CEOP, Stonewall, MindEd, Red Cross).
- Moorlands Primary school has developed our of programme of study based on the statutory guidance and elements from the PSHE
- This programme of study supports the school to provide a comprehensive programme that integrates, but is not limited to, the statutory RSHE content. This broader programme includes economic well-being, careers and enterprise education and environmental education. The programme of study is based on 17 strands of education from the Relationships Education, Relationships and sex

education (RSE) and health education statutory guidance (DFE 2019) and elements from the PSHE Association :

Families and people who care for me
Caring friendships
Respectful relationships
Online relationships
Being safe
Mental well being
Internet safety and harms
Physical health and fitness
Healthy eating
Drugs, alcohol and tobacco
Health and prevention
Basic first aid
Changing adolescent body
Taking care of the environment
Money matters
Rights and responsibilities
Transition – school life transitions

Moorlands Primary School has developed medium terms plans based on the Relationships Education, Relationships and sex education (RSE) and health education statutory guidance (DFE 2019) and the PSHE Association.
The content is well-matched to the needs of the pupils. It is age (developmentally appropriate) and is based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.

- The curriculum is sequenced and progressively builds upon prior knowledge.
- The RSHE curriculum includes the acquisition of knowledge and understanding, the development of skills and respectful attitudes.
- The curriculum is inclusive, so it meets the needs of all pupils.
- The content of the RSHE curriculum may need to be adapted or changed throughout the year to meet local/national priorities.
- Any parent, teacher or pupil is encouraged to offer feedback about the RSHE curriculum. The school offers a variety of ways to do this at Moorlands Primary School.

Sex Education
- Sex education is not compulsory in primary schools from September 2020 (DfE, para 65/page 23).
- The DfE *recommends* that 'all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born (DfE, para 67/page 23).

- All pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals.
- All pupils will be taught the health education content as outlined in the RSHE guidance. The section on the changing adolescent body includes: key facts about puberty and the changing adolescence body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual well-being including the key facts about the menstrual cycle (DfE, page 35).
- All pupils will be taught about relationships education content as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (DfE, page 20). All teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15). Teaching about diverse families (e.g. LGBT) is part of relationships education.

At Moorlands Primary School we have a programme of sex education (e.g. how a baby is conceived and born). In Years 5 and 6 we use the 'Living and Growing' series to the children will learn how conception occurs within the context of a committed, loving relationship.

Parents/carers will be:

- Consulted about the content, organisation, and delivery of the sex education programme.
- Given the opportunity to share their views on the lesson(s).
- Informed in advance of the content of sex education lessons and be able to view the main resources used.
- Encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs.
- Given clear guidance on how to request the withdrawal of their child from sex education.

Appendix 4 outlines the sex education content at Moorlands Primary School

The delivery of the RSHE curriculum:

- Relationships, sex and health education will be taught within the curriculum and in other areas such as assembly, themed weeks (e.g. anti-bullying week) and other curriculum areas (e.g. science).
- RSHE teaching will promote:
  - ❖ equality and challenge all forms of prejudice and discrimination.
  - ❖ the importance of safe, caring, healthy, positive, and respectful relationships.

- Teaching will be inclusive, so it meets the needs of all pupils - particularly those with special education needs/disabilities, those from a range of faith backgrounds and LGBT pupils and/or their families.   This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues. All pupils and their families need to feel included, and the school recognises different types of families and structures of support for children. This is part of relationships education.
- Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills; nurture their tolerance/respect for different views.
- All staff will undergo regular training to ensure they are familiar with the content and subject specific questioning styles (pedagogy) of RSHE, so they feel confident and competent to teach it effectively. The class teacher is responsible for the planning and monitoring of the content for their class.
- Staff will be kept up to date about new guidance, support, and resources for RSHE.

Safeguarding: safe and effective practice

- RSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and beliefs, ask questions and know where to find help.
- Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers must always refer to the designated safeguarding lead (DSL) if a disclosure is made.
- Pupils need basic knowledge about the privacy of their bodies and genitalia, to support safeguarding. We have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.

Vocabulary to be used in school:

Teachers are encouraged to use the correct terminology for body parts when working with the children, however the teaching of naming genital parts will be taught in Year 4 and years above, through the topics of adolescent change in RSHE or within science lessons. Children below year 4 will not be taught the biological terminology but they will be introduced to the correct words, both appropriately and sensitively. If a child raise a question or uses a word incorrectly or derogatorily again they will be given the correct language to use. If a child uses the correct terminology from their own learning at home they will not be reprimanded for this, but positively encouraged that they are using the correct words. If a safeguarding issues is raised the child we be encouraged to use words they are familiar or comfortable with and if staff feel they need to be introduced to the correct terminology, then this will be supported.

	Vocabulary to taught/used
Year 4	body parts, stereotypes, breasts, penis, pubic hair, vagina, broader hips, height, increased body hair, broader shoulders, facial hair, male, female, similar, different, penis, testicle
Year 5	puberty, physical changes, emotional changes, emotions, feelings, mood swings, personal hygiene, budding, breasts, body shapes, increased body hair, pubic hair, facial hair, underarm hair, sweat, boy voices changing, skin care, spots, male, female, penis, vagina, lifecycle, babies, children, teenagers, adults, elderly, periods, menstrual cycle
Year 6	wet dreams, semen, erection, menstruation, periods, tampons, sanitary towels, male, female, penis, vagina, mood swings, pubic hair, voice breaking
Year 6- Non compulsory	Reproduction, pregnancy, pregnant, sperm, egg, fertilisation, sexual intercourse, conception, privacy, relationship, friendship, love, consent, ovary, uterine tube, womb, testes, scrotum, ejaculated

In RSHE lessons:
❖ Teachers and pupils will agree ground rules, so everyone is, and feels safe in lessons.
❖ Teachers will agree with pupils the limits of confidentiality.
❖ Distancing techniques will be used, so that pupils are not required, or feel pressurised into, talking about their personal circumstances.
❖ In a positive classroom environment where children's natural curiosity is encouraged, teachers will answer questions sensitively, honestly, and in a manner appropriate to a child's age and context. Teachers will respect the right of parents to withdraw their child from sex education lessons. However, children may not see the boundaries between subjects (e.g. science, relationships, and sex education) and this may lead to them raising questions in class that relate to both statutory and non-statutory content.

Engaging stakeholders (parents, staff, children, and governors)

In developing our policy and curriculum we have given due regard to the Government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The views of

children, parents, staff, and governors about RSHE have been considered when developing the policy and content of RSHE.

Parents will have the opportunity to read the draft RSHE policy and provide feedback via a reflection document. These comments will be reviewed and prior to ratification of the governing body.

Parental engagement is informed by:

- The role of parents/carers in the development of children's understanding about relationships is vital. Parents are the first teachers of their children.
- Our aim at Moorlands Primary is to establish open communication and maintain positive relationships with all parents/carers so they are given every opportunity to inform and understand the purpose and content of RSHE.
- At Moorlands Primary School, we have worked closely with parents when planning and delivering RSHE. Parents/carers are provided with the following information:
  - ❖ The content of the RSHE curriculum.
  - ❖ The delivery of the RSHE/curriculum.
  - ❖ How to support/complement RSHE teaching at home.
  - ❖ How to request a child is withdrawn from some, or all, of sex education delivered as part of statutory RSHE.
- In addition to their involvement in developing the RSHE policy, parents/carers are provided with frequent opportunities to understand, ask questions, or express any concerns about RSHE. By contacting the school.
- If parents/carers have concerns about any aspect of the RSHE curriculum, they are encouraged to share these with the school. We will then invite parents/carers to come and talk to us. Alternatively, parents/carers can email or write a note or letter.
- Parents/carers contacting the school about RSHE will be asked to include a name and contact information. This is so we can respond to the parent/carer directly. Anonymous communication will not be considered.
- Anonymous communication will not be dealt with.

Faith and cultural perspectives on RSHE

- Teaching RSHE effectively means considering the many faiths and cultures of Britain today and knowing about the law.
- As a school we will deliver RSHE in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country.
- RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.
- A diverse range of resources will be used so every child and family feels included, respected, and valued.

- Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs, and values.

RSHE and EYFS

The EYFS at moorlands use Early Learning Goals with links to RSHE through the unit 'Understanding the world: People and communities'.

This has been broken down into clear objective here at Moorlands:

Children in reception will be learning to:	Examples of how to support this:
Talk about members of their immediate family and community.	During dedicated talk time, listen to what children say about their family.
	Share information about your own family, giving children time to ask questions or make comments.
	Encourage children to share pictures of their family and listen to what they say about the pictures.
	Using examples from real life and from books, show children how there are many different families.
Name and describe people who are familiar to them.	Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers.
	Listen to what children say about their own experiences with people who are familiar to them.

The right to be excused from sex education

- Science, relationships, and health education are statutory at primary school from September 2020.
- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the RSHE programme (DfE, para 45/page 17)
- Parents are not able to withdraw their child from any aspect of relationships education or health education (which includes learning about the changing adolescent body, puberty, and menstruation) or any content delivered through the national curriculum science programme.
- Any parent wishing to withdraw their child from sex education will be invited to meet with the Headteacher to '*discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child*'. Whilst there is no requirement for parents or the school to do so, this is good practice (DfE, para 45/page 17).
- The Headteacher will automatically grant a parent's request to withdraw their child from any sex education other than as part of the science curriculum (DfE, para 49/page 18).
- The parent(s) and the Headteacher will complete the form: Parental withdrawal from sex education within RSHE (Appendix 6). This will record the main points of the discussion (if this has taken place), the reason for the withdrawal, and the arrangements for ensuring the pupil receives appropriate, purposeful education during the period of withdrawal. This will be reviewed at least annually.

Monitoring the quality of provision for RSHE

- The subject lead for RSHE is responsible for monitoring the quality of teaching and learning (see roles and responsibilities).
- The RSHE link governor (Judith Woodhead) will meet with the subject lead to discuss the effectiveness of RSHE curriculum.
- The subject lead will report to the Headteacher and governing board on the quality of provision and effectiveness and highlight any concerns.

Policy review
- The link governor (Judith Woodhead) is responsible for approving this policy.
- The policy will be reviewed on an annual basis by the RSHE subject lead and the Headteacher. Changes will be communicated to all staff and parents and will be approved by the Governing Body.
- The review should consider any changes to statutory guidance; feedback from pupils, parents or staff; and the school context.
- The policy will be reviewed yearly to accommodate any changes to the programme of study or communication with parents/staff/governors.

Appendix 1: Moorlands Charter for Relationships Education, Relationships and Sex Education and Health Education (RSHE)

Background

- We want all children and young people at Moorlands Primary School to have their wellbeing, safety and emotional/mental health enriched and supported by their experience at school.
- This Charter sets out the values and principles that we believe underpin an effective RSHE curriculum.

Our values and principles

1. RSHE should be delivered as part of a wider Personal, Social, Health and Economic education (PSHE ed) programme, but under the title of RSHE. The curriculum should be planned and timetabled across all key stages. RSHE needs to be given enough curriculum time to cover the breadth of issues in relationships, sex and health education - as outlined in the content pages of the statutory guidance *Relationships education, relationships and sex education (RSE) and health education* (DfE, 2019).
2. RSHE will be embedded within the whole school curriculum (e.g. aspects of relationships education could be covered in other subjects, assemblies and during special events/weeks such as anti-bullying week/health week/online safety week).
3. School will hold conversations (engagement activity) with a range of stakeholders including staff, children, governors and parents before drafting their RSHE policy. School leaders will decide how engagement can be best conducted to encourage and enable maximum participation.
4. School leaders will actively seek pupils' views about RSHE their thoughts on how the subject should be delivered e.g. the curriculum model; the amount of RSHE time; resources; the use of external experts/visitors. Their views should be taken in account when monitoring the effectiveness of provision and the impact of the subject on their personal development.
5. School leaders and teachers will work in partnership with parents and carers, informing them in advance about what their children will be learning in RSHE. Their views should be considered when planning RSHE. Parents will be encouraged and supported to complement the teaching at home, in the same way that parents are asked to complement the teaching of other subjects.
6. The school is encouraged to work with local faith and other community groups, so they can be informed about, and complement, the RSHE curriculum in schools. This engagement will also help staff to understand a range of views and perspectives on RSHE.
7. Schools must develop an RSHE policy (including clear objectives and an overview of the content) which is shared with parents and is available on the school website.

8. RSHE policy and planning will be informed by: national guidance and evidence-based research about PSHE ed; information about the law/legal rights including the Equality Act 2010; relevant health and other data (both local and national); nationally recognised/quality assured resources (e.g. PSHE Association, Barnardo's, NSPCC, Sex Education Forum, National Children Bureau, Ree cross, Stonewall, The Children's Society).

9. School leaders will decide the content of the RSHE curriculum, including when topics are taught. They will develop content that is age appropriate (or developmentally appropriate) based on what pupils are likely to need to know (including any safeguarding considerations) and what they are likely to be able to understand.

10. The RSHE curriculum will include the acquisition of knowledge and understanding, the development of skills and the development of respectful attitudes.

11. All teachers of RSHE should have access to high quality professional development (training) in RSHE.

12. RSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and ask questions.

13. RSHE will give a positive view of human sexuality with honest and medically accurate information, so that pupils can learn about their bodies and relationships in ways that are appropriate to their age and maturity.

14. RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.

15. RSHE lessons will promote safe, caring, healthy, positive and respectful relationships.

16. RSHE lessons will encourage participation by using a variety of teaching approaches.

17. RSHE teaching will be inclusive so it meets the needs of all pupils, particularly those with special education needs/disabilities; those from a range of faith backgrounds and LGBT pupils. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues.

18. Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills and nurture their tolerance/respect for different views.

19. Information and resources used in RSHE should be up to date, based on best practice and subject to on-going evaluation.

20. Expert visitors can enhance and supplement the RSHE curriculum. They are a powerful and useful way to bring expertise, resources, and experience to RSHE. Appropriate guidance will be followed (e.g. PSHE Association *Selecting and working with visitors and speakers: guidance for schools)* and/or their own guidance on the vetting and checking of *any* visitor before inviting them into school, in line with standard practice.

Appendix 2: The statutory content: relationships education and health education (DfE)

Relationships education overview (para 62/page 20)

Families and people who care for me

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

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

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
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
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.

Health Education Overview: The focus at primary level is teaching the characteristics of good physical health and mental wellbeing (DfE, para 96/page 32)

Mental Wellbeing
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 may be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms
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
By the end of primary school, pupils will know:
- The 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
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
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
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
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.
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.

Appendix 3: The RSHE curriculum at Moorlands Primary School

The DfE Statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education sets out what schools must cover in primary schools from September 2020.

Relationships Education at Moorlands Primary School						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and people who care for me	That families are important for children growing up because they can give love, security and stability. 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	That families are important for children growing up because they can give love, security and stability. 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	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	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	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. How to recognise if family relationships are	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. How to recognise if family relationships are making them

	children's families are also characterised by love and care. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	children's families are also characterised by love and care. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Change and loss.	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. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	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. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 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.	feel unhappy or unsafe, and how to seek help or advice from others if needed. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends.	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	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

. | 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. | and experiences and support with problems and difficulties.

That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

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

Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. | 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.

(variety of sinareio, where children can use their knowledge and apply to their daily routines)

Isolation and loneliness can affect children and that it is very important for children to | 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.

(variety of sinareio, where children can use their knowledge and apply to their daily routines)

Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with |

					discuss their feelings with an adult and seek support.	an adult and seek support.
Respectful relationships	The conventions of courtesy and manners.

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.

The importance of permission-seeking and giving in relationships with friends, peers and adults. | The importance of respecting others, even when they are very different from them (for example, physically, backgrounds),

The conventions of courtesy and manners.

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. | The importance of respecting others, even when they are very different from them (for example, physically, in personality or backgrounds).

Practical steps they can take in a range of different contexts to improve or support respectful relationships.

That in school and in wider society they can expect to be treated with respect by others, | The importance of respecting others, even when they are very different from, or make different choices or have different preferences or beliefs.

Practical steps they can take in a range of different contexts to improve or support respectful relationships.

That in school and in wider society they can expect to be treated with respect by others, | The importance of self-respect and how this links to their own happiness.

About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

What a stereotype is, and how stereotypes can be unfair, negative or destructive. | The importance of self-respect and how this links to their own happiness.

About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

What a stereotype is, and how stereotypes can be unfair, negative or destructive. |

			and that in turn they should show due respect to others, including those in positions of authority. The importance of permission-seeking and giving in relationships with friends, peers and adults. About different types of bullying (including cyberbullying and how to get help.	and that in turn they should show due respect to others, including those in positions of authority.		
Online relationships (See Dave/Richard e-safety)	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	That people sometimes behave differently online, including by pretending to be someone they are not.	That people sometimes behave differently online, including by pretending to be someone they are not.	that people sometimes behave differently online, including by pretending to be someone they are not.	That people sometimes behave differently online, including by pretending to be someone they are not.

| | | | | The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

How information and data is shared and used online. | The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. | That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.

The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

How to critically consider their online friendships and sources of | That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.

The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

How to critically consider their online friendships and sources of |

					information including awareness of the risks associated with people they have never met.	information including awareness of the risks associated with people they have never met.
					How information and data is shared and used online.	how information and data is shared and used online.
Being Safe	What sorts of boundaries are appropriate in friendships with peers and others .	What sorts of boundaries are appropriate in friendships with peers and others .	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
	About the concept of privacy; including that it is not always right to keep secrets if they relate to being safe.	About the concept of privacy; including that it is not always right to keep secrets if they relate to being safe.	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	That each person's body belongs to them, and the differences between appropriate and inappropriate or	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical,	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
		How to respond safely and appropriately to				

How to respond safely and appropriately to adults they may encounter (in all contexts, whom they do not know – stranger danger

How to recognise and report feelings of being unsafe or feeling bad about any adult.

How to ask for advice or help for themselves or others, and to keep trying until they are heard,

Where to get advice e.g. family, school | adults they may encounter (in all contexts, whom they do not know.

How to recognise and report feelings of being unsafe or feeling bad about any adult.

How to ask for advice or help for themselves or others, and to keep trying until they are heard.

Where to get advice e.g. family, school and/or other sources.

To understand that medicines, can be harmful if not used correctly. | 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, whom they do not know

How to recognise and report feelings of being unsafe or feeling bad about any adult. | unsafe physical, and other, contact.

How to respond safely and appropriately to adults they may encounter (in all contexts, whom they do not know.

How to recognise and report feelings of being unsafe or feeling bad about any adult.

How to ask for advice or help for themselves or others, and to keep trying until they are heard.

Where to get advice e.g. family, | and other, contact.

How to respond appropriately to adults whom they do not know – including online

how to recognise and report feelings of being unsafe or feeling bad about any adult.

How to ask for advice or help for themselves or others, and to keep trying until they are heard.

Where to get advice e.g. family, school and/or other sources. | 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 appropriately to adults whom they do not know – including online.

How to recognise and report feelings of being unsafe or feeling bad about any adult. |

	and/or other sources. To understand about the rules for keeping safe (in familiar and unfamiliar situations) and that household product can be dangerous. To understand appropriate and inappropriate touch. (e.g. hitting, nipping, biting -NSPCC Pants are private)		How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. To learn about the risks and how to manage risks. (road safety) What is the difference between a risk, a hazard and a danger.	school and/or other sources. To learn how to be safe around railway tracks.		How to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources.

			To know about the importance of school rules for health and safety.			
Mental wellbeing (Continually done throughout school)	That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) Simple self-care techniques, including the importance of rest. Where and how to seek support for their mental wellbeing and others About dental health and check-ups at the dentist.	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. Simple self-care techniques. The importance of rest and good quality sleep for good health e.g. good bedtime routine	How to recognise and talk about their aspirations and emotions including having a varied vocabulary of words to use when talking about their own and others' feelings. Simple self-care techniques, including the importance of rest, sufficient good quality sleep for good health and that a lack of sleep can mood and ability to learn.	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. Simple self-care techniques and the benefits of time spent with friends and family.	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Simple self-care techniques and the benefits of hobbies and interests. 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	That mental wellbeing is a normal part of daily life, in the same way as physical health. (talk about emotions and scenarios. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak

	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Where and how to seek support for their mental wellbeing and others.	It is common for people to experience mental ill health. Where and how to seek support for their mental wellbeing and others.	It is common for people to experience mental ill health. Where and how to seek support for their mental wellbeing and others	someone else's mental wellbeing or ability to control their emotions (including issues arising online)	to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). The influences on behaviour including peer pressure/media influences.
Internet safety and harms	Where and how to report concerns and get support with issues online.	About the benefits of rationing time spent online that for most people the internet is an integral part of life and has many benefits. The risks of excessive time spent on electronic device .	That for most people the internet is an integral part of life and has many benefits. Discussion about the risks of excessive time spent on electronic devices.	Discussion about the risks of excessive time spent on electronic devices. Discussion about the risks of excessive time spent on electronic devices .	How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. How to consider the effect of their	The impact of positive and negative content online on their own and others' mental and physical wellbeing. That the internet can also be a negative place where online abuse, trolling, bullying and

		Why social media, some computer games and online gaming, for example, are age restricted where and how to report concerns and get support with issues online.	Why social media, some computer games and online gaming, for example, are age restricted how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Where and how to report concerns and get support with issues online.	How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. where and how to report concerns and get support with issues online.	online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. The risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. How to consider the effect of their online actions on others and know	harassment can take place, which can have a negative impact on mental health. How to keep safe when using a mobile phone.

					how to recognise and display respectful behaviour online and the importance of keeping personal information private. 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.	
Physical health and fitness	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	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	The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily	The characteristics and mental and physical benefits of an active lifestyle.	The characteristics and mental and physical benefits of an active lifestyle. How and when to seek support	How and when to seek support including which adults to speak to in school if they are worried about their health.

	other forms of regular, vigorous exercise.	regular, vigorous exercise.	and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	The risks associated with an inactive lifestyle. How and when to seek support including which adults to speak to in school if they are worried about their health.	including which adults to speak to in school if they are worried about their health.	The characteristics and mental and physical benefits of an active lifestyle and the risk associated with an inactive lifestyle. (including obesity – explaining what it is and how it works, opposite side – anorexia)
Healthy Eating	what constitutes a healthy diet.	what constitutes a healthy diet balanced diet. The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet.	What constitutes a healthy diet (including nutritional content) The principles of planning and preparing a range of healthy meals.	What constitutes a healthy diet (including nutritional content). The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example,	What constitutes a healthy diet (including understanding calories) The principles of planning and preparing a range of healthy meals.	What constitutes a healthy diet (including understanding calories) The principles of planning and preparing a range of healthy meals. The impact of alcohol on your diet and on your health.

				obesity and tooth decay) About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.		
Drugs, alcohol and tobacco	Know how to stay safe around medicine. How should administer medicine? Where should it be kept? What should you do if you find it?	Things that go onto our bodies and inside our bodies. What things can be harmful to our bodies? (cleaning products, washing products, creams, shampoo etc.) Where should it be kept? What should you do if you find it? What should you	To learn the benefits and risks of medicines and other products. To explore a range of medicine labels and instructions and assess risks in different situations e.g spillages should be cleaned up immediately; if accidents occur the product should be washed off; gloves may be needed to use	The facts about legal and illegal harmful substances and associated risks, including smoking, E-cigarettes, alcohol and caffeine use and drug-taking.	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. To develop knowledge and understanding of how vaccinations and immunisation can work to stop disease spreading and protect	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

| | | do if have a skin reaction?

Managing risks in relation to household products and medicines. What safety rules do you have at home/ that we follow in school and in familiar environments. | some household products, and these should only be used by adults. | | people from infection. | |
|---|---|---|---|---|---|---|
| Health and prevention | . About safe and unsafe exposure to the sun.

About personal hygiene and germs and the importance of handwashing. | About safe and unsafe exposure to the sun.

About personal hygiene and germs and the importance of handwashing. | About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

About personal hygiene and germs and the importance of handwashing. | About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

About dental health and the benefits of good oral hygiene and dental flossing, including regular | How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

To understand what bacteria and viruses are and how they spread. How they are | How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

The importance of sufficient good quality sleep for good health and that a lack of sleep |

				check-ups at the dentist. To understand what bacteria and viruses are and how they spread. How they are treated, and the importance of hygiene.	treated, and the importance of hygine. The facts and science relating to immunisation, allergies and vaccination. The importance of sufficient good quality sleep for good health. Independence and increased responsibility – Road, rail and water safety. Travelling home by themselves and travelling around locality.	can affect weight, mood and ability to learn. Independence and increased responsibility – Road, rail and water safety. Travelling home by themselves and travelling around locality.
			The facts and science relating to immunisation and vaccinations.			

Basic first Aid	How to make a clear and efficient call to emergency services if necessary.	How to make a clear and efficient call to emergency services if necessary.	How to make a clear and efficient call to emergency services if necessary.	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.	Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing body				Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	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	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including

					including the key facts about the menstrual cycle.	the key facts about the menstrual cycle.
Taking care of the environment	To explore how we look after the local environment.	To explore how we look after the local environment.	To understand that resources can be allocated in different ways and that these economic choices affect individuals.	To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.	To discuss recent environmental issues. To debate strategies put in place associated with environmental issues i.e climate change, electric cars, energy suppliers – solar panels, wind farms.	Debate how to protect endangered species ie. Zoo the benefits and downfalls What are environmental issues? Think of examples of things they could discuss, what issues do they know about?
Money matters - Economic	To understand where money comes from and what it is used for.	To understand where money comes from and what it is used for. To know how to keep money safe.	To learn about the role money plays in their lives.	To learn about being a critical consumer.	Pupil to develop an initial understanding on the concept of tax. Pupils develop an initial understanding of the concepts of interest and loans	What is meant by enterprise? Begin to develop enterprise skills. To appreciate the range of national, religious and

Rights and responsibilities	To understand why we have group and class rules and why they are important. To understand that we belong to groups and communities.	To find out about the people who work in our local community and how they have a responsibility to help and look after us and our families i.e. doctors, school, teachers, emergency services, places of worship etc)	To learn they have different kinds of responsibilities, rights and duties at home, school, towards the environment and in the community. To learn what being part of the community means and the varied institutions that support communities locally and nationally. To appreciate difference and diversity of people living in the UK.	To discuss and debate issue concerning health and wellbeing (make links with healthy eating, being active). To think about the lives of people living in other places around the world. What ae their values and customs?	To discuss/ debate topical issues, problems and events which are of concern to them. Rules and laws – Democracy To learn why rules and laws that protect themselves and others are made and enforced..	ethnic identities in the UK.
						To discuss and debate issue concerning health and wellbeing (make links with healthy eating, being active). To think about the lives of people living in other places around the world. What ae their values and customs?

Transition (School/life)	Setting goals and targets.	To recognise what they are good at and set simple goals	To work collaboratively toward a shared goal. (could be done in first week)	To work collaboratively toward a shared goal. (could be done in first week)	To set goals and aspirations for the year. (End of year 5) Look at expectations and events in Year 6 i.e. residentials, high school visits and SATs.	To work collaboratively toward a shared goal. (could be done in first week

Appendix 4: Sex education at Moorlands Primary School

- Sex education is not compulsory in primary schools (DfE, para 65/page 23)
- DfE recommends that 'all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils'. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human cycle set out in national curriculum science - how a baby is conceived and born' this is sex ed (DfE, para 67/page 23).
- All pupils will be taught in national curriculum science: the main external parts of the human body; how the body changes as it grows (including puberty); the reproductive process in some plants and animals.
- All pupils will be taught the content of health education as outlined in the RSHE guidance. The section on the changing adolescent body includes: key facts about puberty and the changing adolescence body particularly through from age 9 through to age 11, including physical and emotional changes; about menstrual wellbeing including the key facts about the menstrual cycle (DfE, page 35).
- All pupils will be taught about relationships education as outlined in the RSHE guidance. This includes learning about caring relationships and different types of families (DfE, page 20).
- LGBT: all teaching is sensitive and age appropriate in approach and content. Teaching will be fully integrated into programmes of study rather than delivered as a stand-alone unit or lesson (DfE, para 37/page 15).
- Schools are free to determine whether pupils are taught sex education beyond what is required above.

We teach Sex Education at Moorlands Primary School
Parents/carers will be:
- consulted about the content, organisation, and delivery of the sex education curriculum.
- given the opportunity to share their views on the lessons.
- informed in advance of the content of sex education lessons and be able to view the main resources used.
- encouraged to complement the teaching at home by sharing the learning and talking about family values and beliefs.
- given clear guidance on how to request the withdrawal of their child from these components of sex education.

Year 5	Year 6
How conception occurs. We use the living and growing series to contextualise this within a committed, loving relationship.	How conception occurs and how babies are born. We use the living and growing series to contextualise this within a committed, loving relationship.

Appendix 5: Letter to parents/carers (engagement)

Dear …….

Thank you for your letter/request about withdrawing your child from sex education.

We respect the legal right of all parents to withdraw their child from some or all of sex education delivered as part of our RSHE/PSHE ed programme.

Before you make the final decision about which aspects of sex education lessons you wish your child to be withdrawn from, I would like to invite you into school, so we can talk about this together. This will give us an opportunity to share our programme and look at some resources together and give you the chance to ask any questions or share any concerns you may have. We can put a plan together to agree when/how to withdraw your child whilst in school and consider when/how you can talk to your child about the content at home.

One of the reasons we are keen to keep all children in our lessons is that we believe that age appropriate relationships and sex education helps children to be safe, happy and healthy in their interactions with others (now and in the future). When children are withdrawn from lessons, there is always a possibility that they will hear information that is only partly accurate with no chance to ask questions in a safe environment.

In lessons, teachers are always careful to ensure that children learn about growing up in a way that respects different religious and cultural views and reflects the values and ethos of the school.

I would welcome the opportunity to meet with you to learn more about how we can work together to support your child.

Thank you for considering this matter so carefully.

Appendix 6: Form to be used for parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum

Parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum A copy of this form should be given to the parent(s) and a copy retained in school	
To be completed by the parent(s)	
Name of child	
Name of parent(s)	
Year group/class	
Reason for withdrawing the child from sex education delivered as part of RSHE/PSHE education	
Any other information you wish the school to consider	
Parent(s) signature	
To be completed by the Headteacher	
Notes from discussion with parent(s)	
How the school will inform the parent about sex education	
Where the pupil will work/supervision	
Work to be undertaken by the pupil at this time	
Headteacher signature	
Review date	

Appendix 7: Year 5 and 6 Letters to parents

<u>Year 5</u>

Dear Parents and Carers,

As you are aware the children are studying the unit, animals including humans, during their Science lessons to learn about the growth and development in humans. Alongside this, the children will be studying the unit Sex and Relationships Education as part of RSHE, in line with the National Curriculum. We will be following the Channel 4 Scheme of work called 'Living and Growing' to aid with lesson content and activities. Within this unit, a series of lessons will be covered which will also link to the Science unit and focus on:

1. Physical and emotional changes during puberty for boys and girls.
2. Body changes in boys and girls.
3. How babies are made, develop, how they are born and grow.
4. Roles in the family.

If you have any queries or concerns, please do not hesitate to contact the Year 5 teachers who will be available for you to discuss any aspects of the lessons with them on

Yours
faithfully,

Year 6

Dear Parents and Carers,

Next half-term, the Year 6 children will be studying the unit Sex and Relationships Education as part of RSHE, in line with the National Curriculum. We will be following the Channel 4, unit 3 scheme of work called 'Living and Growing' to aid with lesson content and activities. Within this unit, a series of three lessons will be covered which will focus on the following:

- Physical and emotional changes during puberty for boys and girls. The children will learn about the changes for both genders however they will be taught separately
- Keeping clean with good hygiene and how this is important for their health and self-esteem
- Love and healthy relationships, including diversity amongst families

If you have any queries, concerns or wish to explore the resource materials we will be using, please contact your child's class teacher who will be happy to discuss this with you.

Yours faithfully,

Appendix 8: RSE subject content

Moorlands Primary School uses the Living and Growing resources (written by John Bennett, Karen Felon, John Lloyd and Clare Rowland) produced by Channel 4. The units are designed to be appropriate for different ages of children (Unit 1 for 5-7 year olds, Unit 2 for 7-9 year olds and Unit 3 for 9-11 year olds). Examples of the accompanying work sheets can be seen on pages 52-54.

Accompanying programmes from the Channel 4 series on DVD are shown in lessons to support learning and understanding.

The specific areas taught are outlined below.

Year 4				
Unit	Activity	Overview		Programme link
1	2	The idea of male and female and the idea that we can sometimes tell the difference between them by looking and sometimes not, is introduced.		Differences
1	3	The perceptions children have about their own and the opposite sex and provide an opportunity to discuss stereotyping is explored		Differences
1	7	Children are helped to recognize that it is not just a particular combination of physical characteristics that makes them unique and special but also their feelings and relationships with other people		Differences
1	11	Children reflect on the changes that have taken place to them so far in their lives and to consider the changes that will take place in the future, focusing on physical features.		How did I get here?
1	19	Children are reminded that all living things reproduce and that the female gives birth. Reinforce the names of female animals and their young.		Growing up
1	21	Children are encouraged to think about relationships beyond the family and why these are so important.		Growing up
Year 5				
2	1	Children are encouraged to reflect upon the physical changes that occur during puberty. It will enable them to recognize those changes that boys and girls have in common as well as those that are particular to their own sex.		Changes
2	3	Children are encouraged to consider feelings and the contexts in which positive and negative feelings are generated and extends the vocabulary related to the emotions.		Changes

2	6	Children's knowledge and understanding of male and female sexual development is reinforced. Their biological vocabulary is extended.	Girl Talk Boy Talk
2	7	An activity which is intended to remove some of the anxieties that young girls may have about periods. One of the reasons for these anxieties is that many girls do not understand what is going to happen to them.	Girl Talk
2	10	A game to help children understand some of the processes of fertilisation.	How babies are made
2	11	Children consider, at an appropriate level, how pregnancy occurs	How babies are made
2	19	Children think about the roles of different members of their family and consider whether they depend on gender. Roles and relationships can be particularly important during pregnancy and when a couple has a young family.	How babies are born
2	20	Children learn that the health of the mother and the health of her unborn baby are closely linked during pregnancy. Children are encouraged to think of practical ways that they would be able to help their own mum, sister, or aunt if they were pregnant.	How babies are born
Year 6			
3	1	Children are encouraged to reflect upon the changes that happen to girls during puberty.	Girl talk
3	2	Children are helped to understand the menstrual cycle.	Girl talk
3	5	Children are reminded that as they pass through puberty, good hygiene is very important for their health and self-esteem.	Girl talk
3	9	Following up from Growing Up Activity 1, children are encouraged to reflect upon the changes that happen to boys during puberty.	Boy talk
3	14	Children reflect on their relationships with people they care about.	Boy talk
3	21	The concept of marriage and its importance for family life is explored.	Let's talk about sex

The overview of each programme is shown below.

| Differences	This programme has the theme of 'living things': the differences between male and female, feelings and life cycles.
How did I get here?	This programme has the theme of 'growing' and looks at growth and change from the point of view of the child, considering themselves as babies and thinking about their future as adults. It also covers growth of the foetus during pregnancy.
Growing up	This programme has the theme of 'where do I come from?' and continues the work on lifecycles, growth and change. It also looks at relationships.
Changes	This programme explores the physical and emotional changes that take place at the onset of puberty and how we feel about ourselves. It considers some of the changes that are outside our control and the choices we face in others over which we can have increasing control as we grow up. It reaffirms that puberty is a normal natural process.
How babies are made	This programme examines the whole process of life cycles and reproduction, rites of passage, friendships, and feelings. It emphasizes the importance of loving, caring relationships between couples and the value of family and relationships within it.
How babies are born	This programme reviews relationships and feelings and investigates roles and responsibilities. It focuses on the development of the baby in the womb, the needs of the baby and the mother before birth and the inheritance of physical characteristics.
Girl Talk	This programme reviews the physical and emotional changes that take place for girls at the onset of puberty. It deals with information not only from the point of view of girls but also in terms of what boys need to know. Menstruation is discussed and common problems faced by girls are given consideration.
Boy talk	This programme reviews the physical and emotional changes that take place for boys at the onset of puberty. It deals with information not only from the point of view of boys but also in terms of what girls need to know. Sexual intercourse and problems commonly faced by boys are given consideration.
Let's talk about sex	This programme is not shown in school.

Examples of worksheets from Units 1, 2 and 3

(Year 4)

Unit 1 Activity 2 Male and Female
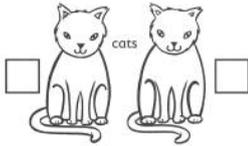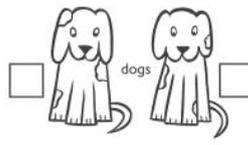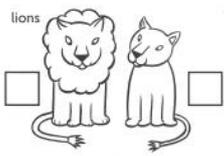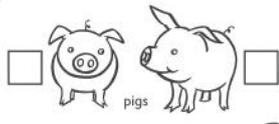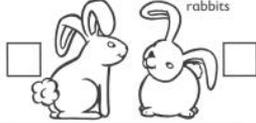
## (Year 5)

Unit 2 Activity 20 Healthy mum and healthy baby

(Year 6)

Unit 3 Activity 1 and Activity 9 Check out the changes girls and boys

Name.................

Check out the changes, girls!

Name.................

Check out the changes, boys!