

RSHE Policy 2023

Name of School: John Chilton School

Approved by: Governors

Date: 16.10.2023

Last reviewed on: Sept 2023

Next review due by: 2025

Staff Responsible: Aidan Meech



Relationship, Sex and Health Education Policy 2023

This policy is in-line with DFE guidance on statutory Relationships and Sex Health Education:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)

It is also inline with Keeping Children Safe in Education documentation.

1. Rationale

Definition:

This RSHE policy will:

- Provide information for staff, parents, carers and visitors to support their understanding of how Sexuality and Relationships Education is taught at John Chilton School
- Identify staff responsibilities for planning, monitoring and evaluating the teaching Sexuality and Relationships Education
- Be regularly reviewed to reflect any significant changes to government legislation and/or at the discretion of the Head/Governors
- Provide a framework from which to teach a challenging and sensitive area of the curriculum within new guidelines through an ethos of trust and honesty, commensurate with our school values.
- provide a programme that takes account of and is relevant to, the pupils' knowledge, understanding and particular needs and circumstances
- be delivered alongside supporting staff wellbeing relating to delivery, in line with priorities raised in new Keeping Children Safe in Education documentation
- teach and explore specific, key issues relating to Keeping Children Safe in Education documentation such as child on child abuse, domestic abuse, mental health, sexting
- Provide clear guidance for parents wishing to withdraw their child from RSHE
- Ensure overlaps with national/international agenda for safeguarding that include Prevent Strategy, 'Everyone's Invited', 'Black lives matter', 'Me too', contextual safeguarding, Online safety
- Ensure quality PSHE and RSHE is taught to all year groups in appropriate ways from Reception to Phase 5

Our school supports the personal and social development of all pupils within the context of valuing difference and respect for all, promoting self-awareness and independence. Young people have the right to a Relationship and Sex Education (RSHE) programme that ensures that they are provided with information and opportunities to:

- know and understand themselves
- explore their feelings
- accept their own sexuality and that of others
- express their sexuality in positive and appropriate ways
- experience and enjoy relationships that are founded in mutual respect and responsibility.
- develop skills to help them make good choices and stay safe

RSHE is taught across the whole school within PSHE, in blue pathway it is integrated into holistic curriculum. In other pathways there are Phase 2- Phase 4 Split half terms that focus on PSHE and RSHE

Primary:

We define Relationship Health Education as learning about caring friendships, families and people who care for me, respectful relationships, online relationships, being safe, growing up and puberty. Sex Education is also covered in Relationships Education and well as aspects of sex education being covered in the National Science Curriculum.

Relationships Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships Education is therefore a tool to safeguard children.

Secondary:

We define Relationships and Sex Health Education (RSHE) as learning about families, respectful relationships, including friendships, online and media, being safe and intimate and sexual relationships including friendships.

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information and exploring issues and values. RSHE is not about the promotion of sexual activity.

Although we have guideline of what units are taught in primary and secondary, our approach is very flexible and we ensure that we meet the needs of each pupil by adapting these topics based on cognitive ability and individual needs, often responding to incidents, issues and developments in their lives.

Relationships Education and Ofsted:

The 2019 Ofsted framework states that pupils should be able to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them. It also states that schools should ensure they are developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

The 2019 Ofsted framework also states:

‘From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level. If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.

2. Statutory requirements

Most of PSHE education became compulsory for all schools in September 2020. This covers Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4 and Health Education from key stage 1 to 4.

The vast majority of RSHE is compulsory.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

As a maintained primary school, we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017. We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. Our school also delivers sex education as part of Relationships Education. Parents can withdraw from sex education lessons (see section 8).

As a maintained secondary school, we must provide RSHE to all pupils as per the Children and Social work act 2017.

In teaching Relationships Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. The DfE guidance states that schools should pay particular attention to the Public sector equality duty (PSED)

At John Chilton School we teach Relationships Education as set out in this policy.

Entitlement and equality of opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any form of sexual orientation over another.

Thorough consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances (including gender identity, faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's inclusion policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The steps taken to review the policy are as follows.

The Department for Education and Ofsted have clearly outlined aspects of Relationships Education that are statutory in all primary schools, therefore some recommendations or comments made during the consultation process may not be reflected in the final policy as our school has to ensure we are meeting statutory guidelines.

1. **Review** – a member of school staff/members of the Relationships Education working party looked through the existing Relationships Education policy as well as local and national guidance for Relationships Education. The working party then reviewed the Relationships Education policy reflecting any advice and changes at local and national level.
2. **Staff consultation** – Staff were consulted via an online RSE staff survey. The results of this survey informed the policy development and also informed additional support needed to enhance the delivery of RSE. Staff were also consulted via a staff meeting.
3. **Parent consultation** Parents were consulted via an online RSE parents survey. The results of this survey informed the policy development and also identified additional work that was needed with parents to raise their awareness and knowledge of RSE in John Chilton school. Parents were also consulted via Progress Day Meeting. Parents were given the opportunity to look through the resources and curriculum and offer comments/suggestions.
4. **Pupil consultation** – We consulted with pupil via an online RSE survey. The results of this survey were then used to inform the policy and inform the delivery of RSE in our school.

5. **Governor consultation** - Governors were consulted on this policy via a governor meeting.

4. Aim and objectives

The aim of this policy is to enable the effective planning, delivery and assessment of Relationships Education.

Pupils are entitled to receive Relationships health Education at a level appropriate to their age, ability and emotional development. The RSHE at John Chilton School is specifically and individually designed according to the age, needs and understanding of pupils and students

RSHE at John Chilton School is responsive to the specific cultural and religious views of pupils and parents.

At the appropriate stage, according to their development, RSE at John Chilton school aims to provide pupils with:

- Confidence in talking, listening and thinking about feelings and different types of relationships
- Understanding of different names of parts of the body, including male and female specific parts
- Understanding of changes in the body related to puberty
- Understanding about personal hygiene and how to keep healthy
- The ability to protect themselves from danger and ask for help and support

- Knowledge about how a baby is conceived and born
- Knowledge about sexual health and protection
- Knowledge about sexually transmitted diseases and contraception
- Understanding about sexuality and different relationships
- Understanding how to keep themselves safe and free from abuse; including FGM, Child Sexual Exploitation, teenage relationship abuse and e-safety such as sexting
- Understanding of the role of the media
- Understanding of the benefits of caring relationships, with awareness of different family structures , pressures and possible dangers;
- The ability to exercise personal choice and rights.
- Understanding of what is appropriate behaviour in public, so they can protect themselves and ask for help and support

5. Equal Opportunities

Developing an inclusive curriculum is a statutory requirement of the National Curriculum. We will ensure that:

- All pupils are encouraged to develop and display attitudes of mutual knowledge, understanding and acceptance.
- Staff are aware of pupils' religious, ethnic, cultural and linguistic heritage.
- Teaching and learning methods take account of the diversity of pupils' needs and encourage positive attitudes to diversity and race equality.
- The resources, images and contexts used are inclusive and diverse: mirroring the pupils' own lives and offering insight into other lives.
- Schemes of work and lesson plans are based on diverse backgrounds, experiences and cultural perspectives

In accordance with the Equalities Act 2010 issues related to gender stereotyping and sexual identity discrimination will be addressed where appropriate.

6. Delivery of RSHE: Content, delivery and training

RSHE is taught within the context of a broad and balanced programme of Personal, Social and Health Education (PSHE)

Staff:

- The planning, monitoring and evaluating the teaching of RSHE will be undertaken by the Senior Management Team, under the direction of the Head Teacher.
- RSE will be delivered by class teachers in EYFS and Phase 1, through cross curricular, holistic learning
- RSE will be delivered by class teachers or Learning Mentor, in liaison with specialists (i.e. from Image In Action, Diversity Role Models, Brook) in Phase 2, 3, 4 and 5. In Blue pathway and Reception it is taught holistically as well as for specific pupils with key concerns at identified times.

Curriculum Organisation

At John Chilton School Relationship Education is addressed through pupils' experiences in the taught curriculum, the informal curriculum and through opportunities for extra-curricular activities.

The content of the programme relates to the DfE 2019 RSE Curriculum and to the PSHE and Citizenship areas of study. These are drawn from:

- The National Curriculum Science
- Planning, teaching and assessing the curriculum for pupils with learning difficulties - Personal, social and health education and citizenship
- The National Curriculum Framework for PSHE and Citizenship
- The EQUALS Schemes of Work for PSHE and Citizenship for pupils with SLD/PMLD

RSE will be delivered all throughout the academic year, or in 'blocks', in some planned contexts. Additional sessions will be incorporated as and when the need arises for a particular class or pupil, delivered by SEMH team.

Content

We follow the 2019 scheme of work for primary and secondary. The curriculum is split into 2 sections for each group: RSHE and Physical health and wellbeing. Pupils in phase one will cover some elements but will focus on more EYFS elements of social, emotional learning. Phase 5 pupils will have elements of the PSHE curriculum covered through their pathways for employment curriculum. Phase 4 have some overlaps in provision with their PSD curriculum.

Relationships Education is an integral part of the PSHE curriculum which runs through all Key Stages. RSHE enables the development of knowledge and skills and learning about feelings and behaviour

- Where the class teacher feels that the topics or learning objectives may be inappropriate for a particular pupil, then a suitably differentiated alternative will be offered and recorded.
- It may not be appropriate to teach all aspects of this RSE programme to all pupils.
- The school is beginning to use Skills Builder in secondary, a purchased curriculum that explores essential skills: Listening, problem solving, team work, staying positive, leadership, creativity, speaking, aiming high. These will be embedded in tutor time but also link to PSHE + RSHE curriculum.

Topics

The topics below are taught to pupils according to their needs and abilities. We start teaching the important foundation topics in KS1 and 2 and may revisit them within the secondary programme in an age appropriate way e.g. Learning about 'Public and Private':

Studying the topic of 'Public and Private' in KS1 may include staff acknowledging that the toilet is a private place in school

'Public and Private' in KS2 may include understanding that there are parts of the body that are private

'Public and Private' in KS3 may be about learning about behaviour that is ok and not ok in public, and the right to a private place at home perhaps in the bathroom or bedroom

'Public and Private' in KS4/Post 16 may include understanding why a couple would want and need privacy in an intimate relationship

There is a strong overlap with ICT when discussing safe online activity within the PSHE Curriculum.

There is a strong link to the Prevent strategy when discussing citizenship, British Values, morals within the PSHE Curriculum.

Primary:

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- The above points are covered in an age appropriate way from EYFS to Year 6 (see appendix 2 for more detail). These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).
- The changing adolescent body (puberty) is covered in years 4, 5 and 6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty. Puberty is part of the statutory Health Education curriculum (see appendix 1).
- These lessons will focus on preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born.
- For more information about our Relationships Education curriculum, see appendix 2 and 3. Appendix 2 outlines the learning objectives for Relationships Education and appendix 3 outlines the vocabulary our school uses during these lessons.

Secondary:

RSHE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families
- Respectful relationships including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Delivery:

Relationships health Education is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups.

Elements of Relationships Education will be assessed as part of the wider PSHE curriculum.

Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSHE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned.

The following are protocols teachers follow for discussion ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Class rules will be discussed and expectations shared
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is your parent
 - The question can be discussed one to one after class
 - The topic will be covered at a later stage in their Relationships Education

Aidan Meech and Lidia Cernat monitor the implementation of Relationships Health Education, this monitoring is done through lesson observations, pupil conferencing sessions and staff focus groups.

Training:

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The school might also invite visitors from outside the school, such as school nurses or the health improvement team, to provide support and training to staff teaching RSHE.

New teachers meet regularly with SLT to monitor, support and oversee RSE curriculum and also attend initial meeting to discuss curriculum at start of each year and attend surgeries for support in school.

7. Child protection

Staff receive annual safeguarding training along-side annual RSHE + PSHE CPD that both highlight the importance of following procedures when a pupil discloses information. RSHE and PSHE lessons are often times when pupils disclose some information or allegations linked to the topics covered and staff are trained and supported through this, in line with 2021 Keeping Children safe in Education documentation.

There may be rare occasions when a teacher is directly approached by a child who is sexually active, contemplating sexual activity and/or is being sexually abused. With respect to child abuse and protection procedures, staff will follow the school's child protection policy. Teachers will immediately inform the Designated Teacher for Child Protection (the Headteacher). The Headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

Pupils are made aware of this when ground rules are set at the start of the RSHE lessons.

Staff will also be referred to the:

DfE's 2019 document on 'Keeping children safe in education'- statutory guidance for schools and colleges
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working together to safeguard children 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

8. Partnership with Parents

At John Chilton school we believe in working closely with parents/carers and families to ensure the best outcomes for our pupils and believe that a joint approach to learning about growing up, keeping safe, relationships and other areas of RSHE is highly beneficial.

RSHE policy links to other school policies

- Equal Opportunities
- Teaching and Learning
- Curriculum Policy
- Promoting Positive Behaviour
- Intimate Care
- Child Protection
- Health and Safety
- E safety
- Safeguarding

The school will liaise with parents through

- RSHE workshops
- Parent-teacher meetings
- School website
- Initial consultation regarding DfE 2019 RSE curriculum framework

The school encourages parents to discuss Relationships Education with the SLT, PSHE lead or the child's class teacher and are invited to view materials at parent-teacher meetings or at specific parent workshops. This policy will be available on the school website for parents.

Lesbian, Gay, Bisexual and Transgender (LGBT) DFE Guidance:

“ In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.”

Right to withdraw

Most of PSHE in primary and secondary is now compulsory. The only non-statutory element of RSEHE as lessons that refer entirely to Sex.

Parents do not have the right to withdraw their children from statutory Relationships and Health Education lessons (see outline of Relationships and Health education in appendix 1). Parents also cannot withdraw their children from the statutory National Science Curriculum (see appendix 1)

Parents have the right to withdraw their children from the non-statutory components of sex education within Relationships Education. Requests for withdrawal from these lessons should be put in writing and addressed to the head teacher. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

For secondary school parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing and addressed to the head teacher.

If a parent withdraws their child from sex education lessons, the school cannot guarantee that the pupil will not hear about the content of lessons from other pupils e.g. on the playground, in the canteen. By withdrawing children from sex education lessons, pupils may seek the information from elsewhere e.g. friends, siblings, the internet.

These sources of information are often incorrect and unreliable and can expose children to information which is not appropriate for their age.

Parents withdrawing their child from the very rare lesson that is likely to refer purely to Sex (not relationships) will need to explain how they will ensure their child will receive this information. Staff can not guarantee that a pupil removed from a lesson relating to sex education wont be in the classroom at other times when questions appropriate questions are raised. At all times staff will be sensitive to religious contexts and aware of differing opinions but lessons will be underpinned by celebrating diversity.

A parent can not remove a pupil from any of the relationship elements of the vast majority of PSHE/ RSHE curriculum, including discussion of LGBT, alternative families, equality or diversity.

The implications of removing children from RSE lessons:

- Increased vulnerability; vulnerable children have a higher chance of being unable to manage risk when and if they encounter situations. (NSPCC 2011)
- It will be the responsibility of parents to provide information on RSE issues if they withdraw their child from school RSE
- A pupil may struggle to manage body changes during puberty
- The pupils will lack knowledge that has been shared with peers in the school
- A pupil may have lower awareness of the diversities of relationships outside of their own family/culture.
- A pupil would have less opportunity to practice assertiveness and consent skills in a safe teaching environment.

If a parent is considering withdrawing their child from RSHE, they will be asked to meet with the Head teacher to discuss their concerns.

9. Roles and responsibilities

The governing board

Governors will ensure the legal framework is followed and carry out a review of the policy every two years.

The governing board will approve the Relationships Education policy and hold the headteacher to account for its implementation.

The Headteacher

The Head teacher will implement the RSHE policy, liaise with parents, respond to individual problems experienced by pupils, enlisting external agency support if appropriate

Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Responding to the needs of individual pupils
- Supporting staff
- Communicating sensitively with parents, aware of differencing perspectives while working within equality framework

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the head teacher.

The Health and Welfare Leader will review the policy to ensure it is effective and up to date with regard to advice and legislation that is provided to schools. Regular reviews of the curriculum and content will take place in accordance with pupil need.

Pupils

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

Appendix 1 Curriculum:

RSHE PRIMARY (Phase 1 are taught holistically, Red and Purple Phase 2 groups have weekly lesson that is PSHE/ RSHE alternate half terms)

By the end of primary school Pupils should know:

Families and people who care for me	Pupils should know <ul style="list-style-type: none">• that families are important for children 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 marriage¹³ 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.
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<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults

<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

RSHE SECONDARY Phase 3- Phase 5 (Phase 5 and Blue Pathways are taught holistically, Red and Purple groups have weekly lesson that is PSHE/ RSHE alternate half terms)

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

<p>Families</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
<p>Respectful relationships, including friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • 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 people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including

	<ul style="list-style-type: none"> • cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	<p>Pupils should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. <p>how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</p>

<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. <ul style="list-style-type: none"> • marriage • consent, including the age of consent • violence against women and girls • online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.) • pornography • abortion • sexuality • gender identity • substance misuse
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	<ul style="list-style-type: none"> • violence and exploitation by gangs • extremism/radicalisation • criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations) • hate crime • female genital mutilation (FGM)
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1. Physical health and mental wellbeing

Primary

By the end of primary school:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
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	<ul style="list-style-type: none"> • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • 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.
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> <input type="checkbox"/> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. <input type="checkbox"/> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. <input type="checkbox"/> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. <input type="checkbox"/> about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. <input type="checkbox"/> about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. <input type="checkbox"/> the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.
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Physical health and mental wellbeing: Secondary

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and

¹⁴ Eating disorders and extreme weight loss are a specialised area and schools should use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers.

	<p>information is targeted at them and how to be a discerning consumer of information online.</p> <ul style="list-style-type: none"> • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening.

	<ul style="list-style-type: none"> • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR.¹⁵ • the purpose of defibrillators and when one might be needed.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.

Previous PSHE + RSHE planning and curriculum maps we still also refer to:

APPENDIX 1a: Primary Curriculum coverage – science, relationships education and health education

Relationships Education	Sex Education	Science	Health education
<p>Families and people who care for me</p> <ul style="list-style-type: none"> ○ that families are important for children 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 	<ul style="list-style-type: none"> ○ questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. ○ questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. ○ Sexual reproduction in humans ○ Reproductive cycle in humans 	<p>Key Stage 1:</p> <ul style="list-style-type: none"> ○ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. ○ notice that animals, including humans, have offspring which grow into adults <p>Key Stage 2:</p> <ul style="list-style-type: none"> ○ describe the changes as humans develop to old age ○ recognise that living things produce offspring of the same kind, but normally 	<p>Mental wellbeing</p> <ul style="list-style-type: none"> ○ that mental wellbeing is a normal part of daily life, in the same way as physical health. ○ that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations ○ how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. ○ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ○ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ○ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ○ isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ○ that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

<p>recognised commitment of two people to each other which is intended to be lifelong.</p> <ul style="list-style-type: none"> ○ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 		<p>offspring vary and are not identical to their parents</p>	<ul style="list-style-type: none"> ○ 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). ○ 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.
<p>Caring friendships</p> <ul style="list-style-type: none"> ○ how important friendships are in making us feel happy and secure, and how people choose and make friends. ○ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ○ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ○ that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that 			<p>Internet safety and harms</p> <ul style="list-style-type: none"> ○ that for most people the internet is an integral part of life and has many benefits. ○ about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. ○ how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ○ why social media, some computer games and online gaming, for example, are age restricted. ○ that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ○ how to be a discerning consumer of information online including

<p>resorting to violence is never right.</p> <ul style="list-style-type: none"> ○ 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. 			<p>understanding that information, including that from search engines, is ranked, selected and targeted.</p> <ul style="list-style-type: none"> ○ where and how to report concerns and get support with issues online.
<p>Respectful relationships</p> <ul style="list-style-type: none"> ○ the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ○ practical steps they can take in a range of different contexts to improve or support respectful relationships. ○ the conventions of courtesy and manners. ○ the importance of self-respect and how this links to their own happiness. ○ that in school and in wider society they can expect to be treated with respect by 			<p>Physical health and fitness</p> <ul style="list-style-type: none"> ○ the characteristics and mental and physical benefits of an active lifestyle. ○ the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ○ the risks associated with an inactive lifestyle (including obesity). ○ how and when to seek support including which adults to speak to in school if they are worried about their health.

<p>others, and that in turn they should show due respect to others, including those in positions of authority</p> <ul style="list-style-type: none"> ○ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ○ what a stereotype is, and how stereotypes can be unfair, negative or destructive. ○ the importance of permission-seeking and giving in relationships with friends, peers and adults. 			
<p>Online relationships</p> <ul style="list-style-type: none"> ○ that people sometimes behave differently online, including by pretending to be someone they are not. ○ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. ○ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 			<p>Healthy eating</p> <ul style="list-style-type: none"> ○ what constitutes a healthy diet (including understanding calories and other nutritional content). ○ the principles of planning and preparing a range of healthy meals. ○ the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

<ul style="list-style-type: none"> ○ 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. 			
<p>Being safe</p> <ul style="list-style-type: none"> ○ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ○ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ○ that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ○ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ○ how to recognise and report feelings of being unsafe or feeling bad about any adult. ○ how to ask for advice or help for themselves or others, and 			<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> ○ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

<p>to keep trying until they are heard.</p> <ul style="list-style-type: none"> ○ 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. 			
			<ul style="list-style-type: none"> ○ Health and prevention ○ 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, viruses, how they are spread and treated, and the importance of handwashing. ○ the facts and science relating to allergies, immunisation and vaccination.
			<p>Basic first aid</p> <ul style="list-style-type: none"> ○ 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.
			<p>Changing adolescent body</p>

			<ul style="list-style-type: none">○ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.○ about menstrual wellbeing including the key facts about the menstrual cycle.
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APPENDIX 2: Relationships Health Education learning objectives (taken from the wider Ealing PSHE scheme of work)

Reception Our lives	Lesson 1: Our day Lesson 2: Keeping ourselves clean Lesson 3: Families
Year 1 Growing and caring for ourselves	Lesson 1: Keeping clean Lesson 2: Growing and changing Lesson 3: Families and care
Year 2 Differences	Lesson 1: Differences, boys and girls Lesson 2: Differences, male and female Lesson 3: Naming the body parts
Year 3 Valuing difference and keeping safe	Lesson 1: Differences male and female Lesson 2: Personal space Lesson 3: Family differences
Year 4 Growing up	Lesson 1: Growing and changing Lesson 2: What is puberty? Lesson 3: Puberty and changes
Year 5 Puberty	Lesson 1: Talking about puberty Lesson 2: Male and female changes Lesson 3: Puberty and hygiene
Year 6 Puberty, relationships and reproduction	Lesson 1: Puberty and reproduction Lesson 2: Understanding relationships Lesson 3: Conception and pregnancy Lesson 4: Communicating in relationships

APPENDIX 3: Relationships Education vocabulary

Year group	Vocabulary
Reception	Boy Girl Routine Clean Washing Family Differences
Year 1	Clean Hygiene Boy Girl Penis Vagina Lifecycle Family Differences
Year 2	Different Similar Teats Udder Penis Vagina Testicles Nipples
Year 3	Differences Vagina Womb Penis Testicles Touch Personal space Family
Year 4	Lifecycle Body change Puberty Penis Vagina Testicles Nipple Womb Pubic hair Breasts Sperm Egg (ovum)
Year 5	Puberty Physical changes Emotional changes Penis Vagina Period/ menstruation Nipples

	Breasts Pubic hair Testicles Erections Wet dreams Egg Fallopian tube Sperm Hygiene
Year 6	Reproduction Puberty Uterus Penis Vagina Nipples Breasts Testicles Relationship Positive and negative relationship Friendship Touching - sexual touching Sexual intercourse Sperm Egg Fertilized Personal information Keeping safe Communication Menstruation Wet dream Pubic hair Erection Pregnancy

APPENDIX 4: Sample letters for PARENTS (please amend appropriately for your school)

Sample letter 1 (please amend appropriately for your school)

Dear Parents and Carers,

Re: Relationships Sex and Health Education – parent workshop.

As you will be aware Relationship Sex and Health Education forms an important part of the Personal, Social, Health and Economic (PSHE) education programme. Relationships health Education is also essential in supporting schools to meet their safeguarding duty. This year, teachers will be using a wide range of child friendly resources to deliver Relationships Education to children during the summer term

We will be running an information session for all parents and carers on DATE, TIME, VENUE. During this session, we will explain the topics covered as part of Relationships Education in our school.

If you would like to attend this session, please complete the slip below and return to your child’s class teacher as soon as possible.

Thank you for your co-operation.

NAME AND JOB TITLE

Child’s name: _____

Class: _____

I am/ am not able to attend the RSE information session on DATE, TIME, VENUE. (Please delete as appropriate).

Signature: _____

Date: _____

Sample letter 2 (please amend appropriately for your school)

Dear Parent/Carer

Relationships, Sex and Health Education (RSHE)

As part of our school's Personal, Social, Health and Economic (PSHE) Education programme, and in line with London Borough of Ealing's recommended scheme of work for PSHE Education, children from Reception to Year 6 will take part in RSE lessons in the Summer term. These lessons have been carefully planned to be relevant and appropriate to each year group. For these lessons, we will be using the same resources and lesson content as we have done for the last number of years.

Nowadays, there is a vast amount of information about relationships on the internet, on TV, in magazines, to which children and young people are exposed. If children are provided with timely and age-appropriate information about their bodies and relationships, they can make their transition into adolescence and adulthood with the confidence and knowledge to understand what is happening to them. They will also have the best chances of growing into confident and healthy adults able to make positive choices.

In February 2019, the Department for Education released new draft guidance for Relationships Education. This new guidance will come effect from September 2020.

For the past two years, we have been using the Ealing PSHE scheme of work to deliver RSE lessons. This is a comprehensive scheme of work, which already meets much of the new guidance. We will continue to use these lesson plans this year and will not be changing any of the lesson content.

To prepare for the new guidance, we will be developing a new Relationships and Health Education (Primary) Relationships and Sex Education and Health Education (high school) policy to ensure it meets the statutory requirements. This policy development will be done in discussion with parents. To prepare for the new guidance we may also need to amend aspects of our current provision. Any changes that will be made to our curriculum will be done in discussion with parents, any changes made to our policy or curriculum will not come into effect until September 2020. We envisage making few changes to our current provision, but some aspects of our curriculum may need updating. At X Primary school, we will engage with parents in the following way

If you have any questions about Relationships Education, please arrange a meeting with XXXX.

Thank you for your continued cooperation and support,

APPENDIX 1: Secondary Curriculum coverage – science, RSE and health education

Relationships Education	Sex Education	Science	Health education
<p>Families</p> <ul style="list-style-type: none"> ○ that there are different types of committed, stable relationships. ○ how these relationships might contribute to human happiness and their importance for bringing up children. ○ what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. ○ why marriage is an important relationship choice for many couples and why it must be freely entered into. ○ the characteristics and legal status of other types of long-term relationships. ○ the roles and responsibilities of parents with respect to 	<ul style="list-style-type: none"> ○ 	<p>Key Stage 3:</p> <ul style="list-style-type: none"> ○ reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta ○ reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms <p>Key Stage 4:</p> <ul style="list-style-type: none"> ○ communicable diseases including 	<p>Mental wellbeing</p> <ul style="list-style-type: none"> ○ how to talk about their emotions accurately and sensitively, using appropriate vocabulary. ○ that happiness is linked to being connected to others. ○ how to recognise the early signs of mental wellbeing concerns. ○ common types of mental ill health (e.g. anxiety and depression). ○ how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. ○ the benefits and importance of physical exercise, time outdoors, community

<p>raising of children, including the characteristics of successful parenting.</p> <ul style="list-style-type: none"> ○ how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. 		<p>sexually transmitted infections in humans (including HIV/AIDs)</p>	<p>participation and voluntary and service-based activities on mental wellbeing and happiness.</p>
<p>Respectful relationships including friendships</p> <ul style="list-style-type: none"> ○ the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending 	<ul style="list-style-type: none"> ○ what constitutes sexual harassment and sexual violence and why these are always unacceptable. 		<p>Internet safety and harms</p> <ul style="list-style-type: none"> ○ the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic

<p>relationships. This includes different (non-sexual) types of relationship.</p> <ul style="list-style-type: none"> ○ practical steps they can take in a range of different contexts to improve or support respectful relationships. ○ how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). ○ 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 people in positions of authority and due tolerance of other people's beliefs. ○ about different types of bullying (including 			<p>expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <ul style="list-style-type: none"> ○ how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
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<p>cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <ul style="list-style-type: none"> ○ that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. ○ the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. 			
<p>Online and media</p> <ul style="list-style-type: none"> ○ their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. ○ about online risks, including that any material someone provides to another has the 	<ul style="list-style-type: none"> ○ that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. 		<p>Physical health and fitness</p> <ul style="list-style-type: none"> ○ the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. ○ the characteristics and evidence of what

<p>potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <ul style="list-style-type: none"> ○ not to provide material to others that they would not want shared further and not to share personal material which is sent to them. ○ what to do and where to get support to report material or manage issues online. ○ the impact of viewing harmful content. ○ that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. ○ how information and data is generated, collected, shared and used online. 			<p>constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</p> <ul style="list-style-type: none"> ○ about the science relating to blood, organ and stem cell donation.
<p>Being safe</p> <ul style="list-style-type: none"> ○ the concepts of, and laws 	<ul style="list-style-type: none"> ○ the concepts of, and laws relating to, 		<p>Healthy eating</p> <ul style="list-style-type: none"> ○ how to maintain

<p>relating to, abuse, grooming, coercion, harassment, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</p> <ul style="list-style-type: none"> ○ how people can actively communicate and recognise consent from others, and how and when consent can be withdrawn (in all contexts, including online). 	<p>sexual consent, sexual exploitation, rape,</p> <ul style="list-style-type: none"> ○ how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online). 		<p>healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p>
<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> ○ how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. ○ that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, 		<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> ○ the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. ○ the law relating to the supply and possession of illegal substances.

	<p>emotional, mental, sexual and reproductive health and wellbeing.</p> <ul style="list-style-type: none"> ○ the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. ○ that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. ○ that they have a choice to delay sex or to enjoy intimacy without sex. ○ the facts about the full range of contraceptive choices, efficacy and options available. ○ the facts around pregnancy including miscarriage. ○ that there are choices in relation to pregnancy 		<ul style="list-style-type: none"> ○ the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. ○ the physical and psychological consequences of addiction, including alcohol dependency. ○ awareness of the dangers of drugs which are prescribed but still present serious health risks. ○ the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
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	<p>(with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</p> <ul style="list-style-type: none"> ○ how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. ○ about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. ○ how the use of alcohol and drugs can lead to risky sexual behaviour. ○ how to get further advice, including how and where to access confidential sexual and 		
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	reproductive health advice and treatment.		
			<p>Health and prevention</p> <ul style="list-style-type: none"> ○ about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. ○ about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. ○ (late secondary) the benefits of regular self-examination and screening.
			<p>Basic first aid</p> <ul style="list-style-type: none"> ○ basic treatment for common injuries. ○ life-saving skills, including how to administer CPR.15 ○ the purpose of defibrillators

			and when one might be needed.
			<p>Changing adolescent body</p> <ul style="list-style-type: none"> ○ key facts about puberty, the changing adolescent body and menstrual wellbeing. ○ the main changes which take place in males and females, and the implications for emotional and physical health.

Signatures:

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Headteacher

Governor

PSHE Subject Leader

Aidan Meech Sept 2023

