



Diocese of Norwich  
Education and  
Academies Trust

# Churchside Federation

## RSHE Policy

September 2021

Review date: September 2022

# Introduction

## Policy context and Rationale

This relationships, sex and health education policy covers Churchside Federation's approach to teaching relationships, sex and health education (RSHE). This policy has been written in accordance with the requirements of the National Curriculum. It provides a statement and reference for the Relationship, Sex and Health Education (RSHE) that is taught through the Federation. It has been compiled by the RSHE co-ordinator. The policy has been subject to thorough consultation with the whole school community including pupils, parents/carers, staff, school governors and where relevant appropriate members of the wider community such as medical professionals and faith leaders.

Pupil consultation has ensured the needs of all pupils can be met through the delivery of an age and stage appropriate RSHE curriculum that addresses relevant issues informed by analysis of public health data and pupil priorities. Consultation methods included discussion with the governors, parents and pupils. Key needs identified were ensuring that the Christian nature and values are upheld and that the materials are age-appropriate. Pupil consultation has been used to inform the creation of the school RSHE curriculum and this policy where appropriate.

It has been written in accordance with the National RSHE Guidance and the guidelines set out by the Diocese of Norwich Education and Academies Trust (DNEAT).

The National RSHE Guidance states that:

*There are understandable and legitimate areas of contention. Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.*

*All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex.*

## Diocese of Norwich RSHE Vision

Our vision for education is deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart. In line with the Church of England's role as the established Church, our vision is for the common good of the whole community:

**Educating for wisdom, knowledge and skills:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

**Educating for hope and aspiration:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

**Educating for community and living well together:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

**Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

The Diocese of Norwich welcomes the commitment by the Government to improve relationships, sex and health education in all schools through the new Relationships Education, Relationships and Sex Education and Health Education Guidance, 2019.

Approached sympathetically, the new statutory curriculum provides a valuable opportunity to help fulfil our vision.

*Our passion and ambition is to see children in all our schools and academies achieve excellent educational outcomes alongside developing and growing into their potential as individuals made in the image of God. Our culture is one of high aspiration rooted in our Christian values as demonstrated in the life and teachings of Jesus Christ. We have a desire to see Norfolk, and our schools in North East Suffolk, and its education system recognised as a place of aspiration, achievement and hope whether living in a rural area, coastal community, market town or the city of Norwich.*

An education based on Christian vision and values is centred on the formation of the whole child. RSHE is a key enabler of this, supporting children and young people to have essential knowledge, values and skills to be themselves and support others to be happy, healthy and safe in the modern world.

### Policy availability

Stakeholders can be informed about the policy through RSHE consultation events, referencing in the school prospectus or accessing a copy from the school website. Should a hard-copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all. The policy can be obtained in an alternative format by contacting Mrs Delve/Mrs Pryer in the school office.

## Aims

Our Federation supports the aims and objectives set out by the Secretary of State for Education in the RSHE Guidance, 2019 which says:

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’, wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword, 2019

Our approach to the delivery and planning of RSHE sessions is in line with the Vision set forth by our Academy Trust, DNEAT, as described above.

The Churchside Curriculum approach aims to provide a broad and balanced curriculum and the methods of delivery in RSHE will:

- Provide opportunities for children to learn about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health;
- Equip children with accurate information, including about current laws and legal rights, positive values and the skills to enjoy healthy, safe and positive relationships;
- Teach children to value their sexuality and take responsibility for their health and wellbeing both now and in the future;
- Make use of age-appropriate resources which are carefully considered with regards to the children being taught and any SEND;
- Develop children’s confidence in asking questions about themselves and others;
- Equip children with knowledge and skills to inform their actions and to protect them;
- Provide opportunities for children to ask questions and to develop tolerance and respect for others while also giving them time to reflect on values and external influences such as their peers, the media, their faith and culture;
- Promote safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online. This includes respecting gender equality and LGBT+ equality and challenging any and all forms of discrimination in lessons and everyday school life;
- Be provided by staff who are regularly trained in RSHE, with expert visitors invited in to enhance and supplement the programme where appropriate;
- Be developed in partnership with parents and carers, informing them about the content of lessons and ways to support at home;
- Include information about how pupils can get help and treatment from sources such as the school and the other health and advice services;
- Make explicit cross-curricular links with British Values, PATHS, Science, R.E., Citizenship, Computing and P.E.;
- Clearly link to the visions and values of Churchside Federation, emphasizing and modelling kindness, respect, honesty and the development of key life skills.

We recognise the importance of RSHE in preparing children and young people to live safe, fulfilled and healthy lives. The objective of RSHE is to support children and young people through a journey of physical, emotional and moral development, through the teaching of essential knowledge, skills and values within the framework of the law, relevant provisions of the Equality Act, 2010 and through the teaching of the Christian perspectives on relationships and sex.

Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care in line with our Christian values. It also enables young people to make responsible and informed decisions about their health and wellbeing.

RSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including NSPCC, Barnardo's, The Children's Society and education unions.

A safe environment will be created for both children and staff to protect them from harm. Classes will be taught all together with two members of staff present to ensure best practice with regards to safeguarding.

## 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.

Through 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 approach to inclusion.

## Teaching and Learning

The RSHE programme will be led by Emma Stanley and taught by all members of staff and supported by external visitors where appropriate. All staff involved in the delivery of RSHE have received specialist training to ensure that pupils receive clear and consistent approaches to RSHE throughout their time at Churchside Federation. Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal system.

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RSHE because of the particular expertise or to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, the school will:

- Check the visitor or visiting organisation's credentials;
- Ensure the teaching delivered by the visitor fits with their planned programme and our published policy;
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils;
- Ask to see the materials visitors will use as well as a lesson plan in advance, to ensure it meets the full range of pupils' needs (e.g. special educational needs);
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy;
- Arrange for the visitor to be supervised/supported by a member of school staff at all times;
- Monitor and evaluate the visitor input to inform future planning.

As in all subjects, we aim to cater for each individual, taking particular account of any specific needs or abilities of the children. We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasise health and safety, enjoyment, achievement and the beginnings of responsibility, respect and tolerance for themselves and others. These skills will be carried forward to the next phase of education and throughout life. RSHE is delivered to compliment the wider ethos, values and principles of the Diocese of Norwich. Our vision for education is deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart. RSHE will be taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact

finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

**We achieve a high-level of teaching and learning by:**

- Setting a variety of tasks to elicit a variety and depth of response;
- Ensuring adequate differentiation and pitch by carefully reviewing plans and by assessing the needs of the class;
- Ensuring opportunities for staff CPD to check their subject knowledge, level of confidence and to ensure a consistent approach which is mindful of our status as Church of England Academies;
- Ensuring that the children feel safe and secure in a comfortable and nurturing environment;
- Inviting in external visitors where appropriate;
- Teaching the sessions simultaneously in each class on a specifically designated 'Healthy Body, Healthy Mind, Healthy Me' day which will take place once every half term enabling adequate staffing, support and differentiation.

## Planning

To achieve structured progression in RSHE, all teachers must plan and record what they teach in sufficient detail, using the resources provided by the RSHE lead and ensuring adequate subject knowledge by attending related CPD sessions. In all activities appropriately differentiated tasks may be set. Learning objectives should be known by the children and have a clear focus. Planning should incorporate opportunities for children to ask questions and maintain a high level of curiosity. Planning will incorporate opportunities for children to learn about other cultures and lifestyles while being underpinned by the Christian values of the Federation.

Long term planning is set around a theme for each half termly 'Healthy Body, Healthy Mind, Healthy Me' day (Appendix 2). These are adapted and chosen from the Educator Solutions RSHE Curriculum resource.

Planning for the 'Healthy Body, Healthy Mind, Healthy Me' day is to be undertaken by each class teacher, taking into account the needs of the children in their class. The RSHE lead will review planning before the 'Healthy Body, Healthy Mind, Healthy Me' day and will suggest any necessary changes to planned activities.

Mixed age classes will be separated where possible in order to keep the session content relevant and age-appropriate (Appendix 3)

# Curriculum

The majority of elements of the RSHE curriculum are a statutory requirement to teach to meet the current governmental RSHE guidance and The Equalities Act, 2010.

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually during their school years by revisiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

Our intended RSHE curriculum is detailed below, but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross curricular links. These cross curricular links will include the use of PATHS and will be especially relevant in Science lessons relating to health and living things.

Term and Theme	Year group and aim of session
<b>Autumn 1</b> <b>My feelings</b>	Yr R- Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings. Yr 1- Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond. Yr 2- Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals. Yr 3- Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem. Yr 4- Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond. Yr 5- Pupils can anticipate how their emotions may change as they approach and move through puberty. Yr 6- Pupils can recognise how images in the media, including online, do not always reflect reality and can affect how people feel about themselves.
<b>Autumn 2</b> <b>My body</b>	Yr R- Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene. Yr 1- Pupils can correctly name the main parts of the body, including external genitalia using scientific terms. Yr 2- Pupils can recognise how they grow and will change as they become older. Yr 3- Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.



	<p>Yr 4- Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.</p> <p>Yr 5- Pupils can anticipate how their body may change as they approach and move through puberty.</p> <p>Yr 6- Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.</p>
<p><b>Spring 1</b> <b>My relationships</b></p>	<p>Yr R- Pupils understand that there are similarities and differences between everyone and can celebrate this.</p> <p>Yr 1- Pupils understand the importance of listening to other people, playing and working co-operatively, including strategies to resolve simple disagreements through negotiation.</p> <p>Yr 2- Pupils can recognise different types of teasing and bullying, and understand that these are wrong and unacceptable.</p> <p>Yr 3- Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.</p> <p>Yr 4- Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.</p> <p>Yr 5- Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.</p> <p>Yr 6- Pupils realise the nature and consequences of discrimination, including the use of prejudice-based language.</p>
<p><b>Spring 2</b> <b>My beliefs</b></p>	<p>Yr R- Pupils can recognise what they like and dislike and feel empowered to make real, informed choices.</p> <p>Yr 1- Pupils can identify and respect differences and similarities between people, and can celebrate this.</p> <p>Yr 2- Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.</p> <p>Yr 3- Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.</p> <p>Yr 4- Pupils recognise differences and similarities between people arise from a number of factors including family and personal identity.</p> <p>Yr 5- Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying.</p> <p>Yr 6- Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).</p>
<p><b>Summer 1</b> <b>My rights and responsibilities</b></p>	<p>Yr R- Pupils understand the concept of privacy, including the right to keep things private and the importance of respecting another person's right to privacy.</p>

	<p>Yr 1- Pupils understand that some diseases are spread, and that they have the right to be protected from diseases and the responsibility to protect others.</p> <p>Yr 2- Pupils can judge what kind of physical contact is acceptable, comfortable or uncomfortable and how to respond.</p> <p>Yr 3- Pupils understand the right to protect their body from unwanted touch.</p> <p>Yr 4- Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.</p> <p>Yr 5- Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.</p> <p>Yr 6- Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this.</p>
<p><b>Summer 2</b> <b>Asking for help</b></p>	<p>Yr R- Pupils can identify the special people in their lives, what makes them special and how special people care for one another.</p> <p>Yr 1- Pupils can identify the people who look after them and how to attract their attention if needed.</p> <p>Yr 2- Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.</p> <p>Yr 3- Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.</p> <p>Yr 4- Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.</p> <p>Yr 5- Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen.</p> <p>Yr 6- Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.</p>

## Assessment and Monitoring

Pupils' learning will be assessed at the end of every topic to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. There will be self-assessment tasks throughout the programme that will confirm pupils understanding of the topics. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate. A format for session evaluation will be provided by the RSHE lead (Appendix 1).

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching and informal drop-ins conducted by subject leads and/or members of the senior leadership

team. Governors will monitor the quality of provision, pupil progress and accessibility of the RSHE provision. Specific governor responsibilities are in section 38 and 39 of the RSHE Guidance and will be undertaken by staff governor, Hannah Keeler. The observations and findings of which will be used to identify and inform future staff training and resource needs.

## Responding to pupil's questions

There will always be sensitive and controversial issues within the subjects of RSHE. These may be a matter of age and stage appropriateness, contrasting personal beliefs including disagreement with the official teaching of the Church and otherwise. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly, within the framework of the class working agreement. At the end of every lesson, pupils will be provided with an opportunity to ask questions in an open setting, and will also be provided with an opportunity to raise anonymous questions through the use of an anonymous 'ask-it-basket'. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate, and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the child to ask a parent or trusted adult at home.

## Confidentiality, signposting and handling disclosures

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At the beginning of RSHE teaching the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher

Distancing techniques such as the use of characters within RSE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely

with the school's pastoral system to advise of topic coverage so that the school can be responsive to pupil's pastoral needs, and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct RSHE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The designated safeguarding lead will then deal with the matter in line with the Safeguarding policy.

## Involving parents and carers

We believe that parents are the primary educators of their children in RSHE and that RSHE is most effective when it is a collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

The school will provide support to parents and carers through an annual workshop which provides a valuable opportunity to develop awareness of emerging RSHE topics, meet RSHE teachers and review the resources being used as well as consider ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children. The school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

## Parental right to have a child excused

The vast majority of RSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from sex education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all of the non-statutory sex education, they should discuss this with the Executive Head teacher, making clear which aspects of the programme they do not wish their child to participate in. The Executive Head teacher should outline to the parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Once a decision has been made, they must inform the school in writing stating their reasons as to why they would like their child withdrawn. (see Appendix 4)

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to have their child excused from non-statutory sex education, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

The school must document this process.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

## Links to other school policies and curriculum

This policy complements the following policies and curriculum:

- Anti-bullying
- Assessment
- Behaviour
- British Values
- Citizenship
- Computing
- Confidentiality
- E-safety
- Equality and diversity
- Extremism
- Inclusion
- Religious Education
- Safeguarding
- SMSC
- Science
- Teaching and learning

# Review date or Monitoring and Review

The Governing Body of the Federation monitors the impact of RSHE on an annual basis. The Governors give serious consideration to any comments, consultation and evidence of impact.

Consultation with pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be reviewed every 2 years, or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance. The next review date of this policy is currently set for September 2022.

# Appendices

## Appendix 1: RSHE Session Recording Sheet

Please attach the session plan to this record

Date:

Class:

Aim of session:

Activity	Pupil voice and additional notes (inc. children's initials)

Evaluation of the session and notes for next time:

## Appendix 2: Long-term Plan

Year Group	Autumn 1- My feelings	Autumn 2- My body	Spring 1- My relationships	Spring 2- My beliefs	Summer 1- My rights and responsibilities	Summer 2- Asking for help
<b>R</b>	Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	Pupils understand that there are similarities and differences between everyone and can celebrate this.	Pupils can recognise what they like and dislike and feel empowered to make real, informed choices.	Pupils understand the concept of privacy, including the right to keep things private and the importance of respecting another person's right to privacy.	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.
<b>1</b>	Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils understand the importance of listening to other people, playing and working co-operatively, including strategies to resolve simple disagreements through negotiation.	Pupils can identify and respect differences and similarities between people, and can celebrate this.	Pupils understand that some diseases are spread, and that they have the right to be protected from diseases and the responsibility to protect others.	Pupils can identify the people who look after them and how to attract their attention if needed.
<b>2</b>	Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.	Pupils can recognise how they grow and will change as they become older.	Pupils can recognise different types of teasing and bullying, and understand that these are wrong and unacceptable.	Pupils can identify the ways in which people and families are unique, understanding there has never been and	Pupils can judge what kind of physical contact is acceptable, comfortable or uncomfortable and how to respond.	Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes



				will never be another them.		them feel uncomfortable, worried or afraid.
<b>3</b>	Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.	Pupils understand the right to protect their body from unwanted touch.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.
<b>4</b>	Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	Pupils recognise differences and similarities between people arise from a number of factors including family and personal identity.	Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.
<b>5</b>	Pupils can anticipate how their emotions may change as they approach and move through puberty.	Pupils can anticipate how their body may change as they approach and move through puberty.	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.	Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of	Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared	Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk

				homophobic and transphobic bullying.	without their permission.	to about what they have seen.
<b>6</b>	Pupils can recognise how images in the media, including online, do not always reflect reality and can affect how people feel about themselves.	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.	Pupils realise the nature and consequences of discrimination, including the use of prejudice-based language.	Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).	Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this.	Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.
<b>Events:</b>						

## Appendix 3: Proposed timetable for Healthy Body, Healthy Mind, Healthy Me Days- Gooderstone (Mixed Year group classes)

	R	1	2	3	4	5	6
9:20-10:45	Online Safety Sharon C Sharon W	Online Safety Sharon C Sharon W	Online Safety Sharon C Sharon W	Online Safety Anna Natalie	Online Safety Anna Natalie	Online Safety Anna Natalie	RSE Emma Sharon P
11:00-12:20	Paths Natalie	Paths Natalie	RSE Sharon C Sharon W	Paths Anna	Paths Anna	RSE Emma Sharon P	Online Safety Independent activity- Anna
1:15- 2:15	Paths Sharon P	RSE Sharon C Sharon W	Paths Sharon P	Paths Emma	RSE Anna Natalie	Paths Emma	Paths Emma
2:15- 3:15	RSE Sharon C Sharon W	Paths Sharon P	Paths Sharon P	RSE Anna Natalie	Paths Emma	Paths Emma	Paths Emma

	Sharon C Sharon W	Anna	Natalie	Emma	Sharon P
9:20- 10:45	Online Safety R, 1, 2	Online Safety 3, 4, 5	Online Safety 3, 4, 5	RSE 6	RSE 6
11:00- 12:20	RSE 2	Paths 3, 4 Monitor Year 6	Paths R, 1	RSE 5	RSE 5
1:15- 2:15	RSE 1	RSE 4	RSE 4	Paths 3, 5, 6	Paths R, 2
2:15- 3:15	RSE R	RSE 3	RSE 3	Paths 4, 5, 6	Paths 1, 2

# Appendix 4: Withdrawal form

**Child's name:**

**Time and date of meeting with Mrs Godbold:**

**Other members of staff present:**

**Curriculum expectations explained**

The vast majority of RSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from sex education, taught outside of the national curriculum for science.

**Benefits of RSHE curriculum explained**

(including detrimental effects of withdrawal: social and emotional effects of exclusion from sessions, likelihood of peer discussion)

**Will parents deliver sex education at home instead?** \_\_\_\_\_

**Date written reasons for withdrawal received from parents (please attach a copy to the back of this form):**

**Please sign below**

Mrs Godbold:

Parents/Carers:

Other members of staff present: