



Preston Candover CE Primary School

Love, Hope, Justice

Relationships, Sex and Health Education Policy

January 2023	Review Date : January 2024 Reviewed by : PSHE Co-ordinator
Approved by: Date:	Headteacher (Simrit Otway)
Ratified by: Date:	Chair of Governors (Marcus Banks)

At Preston Candover our aims are to:

- Enable every child to meet their potential intellectually, morally, spiritually and physically in a caring Christian environment.
- Develop learners who show mutual respect and make a positive contribution to society.
- Inspire our children to become life-long learners who are equipped to apply their learning in a diverse and rapidly changing world.

Our core Christian values of Love, Hope and Justice focus us as an inclusive community to be the best version of ourselves. Our values permeate all areas of school life through learning, religious education, prayer, worship and action. We live our core values, cultivating character in our children through teaching virtues e.g. respect, perseverance, courage, fairness and truthfulness. Opportunities for reflection, questioning, and exploring beliefs are essential in developing each child and these are actively planned for.

Children flourish at school when the relationships between home and school are established on trust and mutual respect. We build strong partnerships between staff, parents and governors to ensure the provision of an outstanding education.

Mission statement

Preston Candover CE Primary School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all its pupils. Relationships Education (RSHE) should always be taught as part of broader PSHE education. This way pupils can develop the necessary skills, knowledge and personal attributes as part of a planned programme of regular lessons that also addresses related factors such as media literacy, drugs and alcohol, equality and prejudice and health.

The aims of relationships, sex and Health education (RSHE) at our school are to:

- Enable children to understand how to keep themselves and others safe
- Develop the personal skills needed by pupils for them to establish and maintain relationships, to recognise what a healthy relationship looks like, to form healthy relationships, ensuring respect and dignity for themselves and others
- Explore how to live well together, including behaving well towards others, disagreeing well, forgiving and repairing broken relationships
- Develop the skills to express their own views and make their own informed decisions, providing a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-worth, self-respect, confidence and empathy, to cherish themselves and others as unique and wonderfully made
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, by giving them an understanding of the importance of health and hygiene
- Enable children to make responsible and informed decisions about their health and well-being.

1. Statutory requirements

As a primary school, we provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We are required to follow the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. In teaching RSHE, we are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Preston Candover CE Primary School we teach RSHE as set out in this policy.

2. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review –The PSHE lead attended training and pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent consultation – parents were given the opportunity to view documents and resources in school
- Governor consultation- this included wider reading around RSHE and a debate around the Church of England’s guidance documents
- Parent/stakeholder consultation – The policy was made available to parents on the website for two weeks and they were invited to discuss any points
- Ratification – once amendments were made, the policy was shared with governors and ratified

3. Definition

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.

4. Curriculum

Our curriculum expectations are set out in Appendix 1 and our curriculum map for PSHE & RSHE in Appendix 2. This will be reviewed and adapted as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Our curriculum content is based on resources provided by the PSHE association, the Christopher Winter Project and the No Outsiders Scheme. Teachers will use the objectives and always take into account the needs and feelings of our pupils.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map and expectations in Appendix 1 and 2.

5. Delivery of RSE

At Preston Candover Primary School RSE is delivered within the personal, social, health and economic (PSHE) education curriculum. It also compliments content covered in Science, Computing, PE, the No Outsiders Programme and other aspects are included in Religious Education (RE).

Appendix 1 shows how our PSHE curriculum covers all the strands of the statutory guidance.

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

We use the Christopher Winter Project resource (endorsed by the PSHE Association) to deliver parts of the statutory and non-statutory elements of the RSHE curriculum in a sensitive and age-appropriate way.

Statutory

There is an increased focus on safeguarding/keeping children safe. The resource encourages children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends. The curriculum continues to develop our pupil's knowledge and skills as they learn about the physical and emotional changes of puberty.

Non-Statutory

Year 6 are taught about human reproduction to ensure that children understand why the body changes in adolescence and how a baby is conceived and born. A letter will be sent out prior to these non-statutory lessons to inform parents when it will be taking place.

For more information about our RSHE curriculum and the Christopher Winters objectives, see Appendices 1 and 3.

6. Inclusion

Equality

Preston Candover CE Primary School is an inclusive school where we place a strong focus on the wellbeing and progress of every child and where all members of our community are of equal worth.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Confidentiality Policy
- RE Policy
- Collective Worship Policy
- Health and Safety Policy
- Behaviour and Positive Relationships Policy
- Statement of Behaviour Principles
- Equalities Statement, Information and Policy
- Online Safety, Mobile Technology Acceptable Use Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

SEND

At Preston Candover Primary School Relationships and Health Education is accessible for all pupils.

We provide high quality teaching that is differentiated and personalised to ensure accessibility.

7. Roles and responsibilities

The Governing body

The governing body has delegated the approval of this policy to The Curriculum and Standards Committee and it will hold the Headteacher to account for the implementation of this policy.

The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for discussing any concerns or issues parents may have.

The Subject Leader

The Subject Leader will:

- Develop a differentiated curriculum
- Work closely with subject coordinators in Science, Computing R.E and P.E. to ensure Relationships Education, Sex Education and Health Education do not duplicate content covered in the National Curriculum
- Work with external organisations in order to enhance delivery of these subjects by introducing specialist knowledge and different ways of engaging with pupils; ensure that the teaching delivered by a specialist teacher fits with the planned programme
- Provide strategic leadership and direction
- Provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain
- Promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities
- Ensure appropriate coverage of the curriculum
- Provide support and advice
- Monitor pupil progress in this area
- Ensure sufficient and up to date resources are in place
- Provide guidance and support to all staff
- Provide training for all staff on induction and when the need arises

- Make effective use of relevant research and information to improve this policy
- Keep up to date with new developments and resources
- Undertake risk assessments when required
- Review and monitor the implementation of the policy and curriculum
- Annually report to the Governing Body on the success and development of this policy

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Headteacher.

Pupils

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

Visitors

Any visiting professionals brought in to school to support RSHE will have read and understood this policy prior to their visit.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE. Requests for withdrawal should be put in writing and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSHE and it is included in our continuing professional development calendar. The Headteacher/Inclusion Leader will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

10. Monitoring arrangements

The delivery of RSHE is monitored by the Lead for PSHE and the Headteacher through: Learning Walks, child conferencing/ pupil voice and work sampling.

Class teachers, as part of our internal assessment systems, monitor pupils' development in RSHE.

This policy will be reviewed by PSHE leader and the Curriculum and Standards committee annually and in the event of updated statutory guidance. At every review, the policy will be approved by Governing Board.

Appendix 1: Personal, Social, Health Education (PSHE) Curriculum

PSHE Themes	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and people who care for me	Children are able to identify who is in their family and compare with other families	Children can identify special family members in their lives and begin to recognise different types of family structures. They can recognise differences and similarities.	<p>Children can begin to identify differences between families and some key features of what makes a family.</p> <p>Children can talk about the different people in their family and why they are special.</p>	<p>Children can compare different family structures and talk about differences and similarities between them.</p> <p>Children can talk about features of a positive family life</p>	<p>Children can explain what different family structures might look like and give examples.</p> <p>Children can confidently identify and explain the features of positive family life.</p>	<p>Children can identify different kinds of relationships in their lives, including romantic or intimate relationships.</p> <p>Children understand that people who are attracted to and love each other can be of any gender, ethnicity or faith</p> <p>Adults can choose to be part of a committed relationship, including marriage or civil partnership</p> <p>Children understand that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime.</p>	<p>Children can explain the different types of relationships in their lives, including romantic or intimate relationships.</p> <p>Children understand that people who are attracted to and love each other can be of any gender, ethnicity or faith</p> <p>Adults can choose to be part of a committed relationship, including marriage or civil partnership</p> <p>Children understand that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime.</p>

<p>Caring Friendships</p>	<p>Children can identify what a good friend might look like and suggest actions a good friend might do.</p> <p>Children can identify ways to make friends</p>	<p>Children can say what makes a good friend, suggest ways to solve disagreements and give examples of people who they might go to if they felt uncomfortable, upset or unsafe</p>	<p>Children can give examples of what makes someone a good friend. They can suggest ways to resolve disagreements in a range of different situations and recognise what to do and who they could talk to if they felt uncomfortable, upset or unsafe.</p>	<p>Children can describe how friendships make them feel.</p> <p>Children can identify qualities they would see in a positive friendship and identify ways to build good friendships with others</p> <p>Children understand that friendships can have difficulties and know what to do to manage the problem.</p> <p>Children know how to recognise if a friendship is making them unhappy.</p>	<p>Children can explain how friendships support their wellbeing.</p> <p>Children can give examples of qualities they would see in a positive friendship and describe different ways to build good friendships in different scenarios.</p> <p>Children can describe and give examples of difficulties that might arise between friendships and explain different ways to manage problems.</p> <p>Children can recognise different negative feelings a friendship might make them feel and why. They can explain what to do in those scenarios.</p>	<p>Children can identify what constitutes a healthy positive relationship.</p> <p>Children can identify risks in relation to friendships and keeping safe</p>	<p>Children can identify and explain different attributes and values that constitute a positive relationship</p> <p>Children can describe risks in different scenarios in relation to friendships and keeping safe.</p>
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<p>Respectful relationships</p>	<p>Children begin to recognise that their friends can be different and similar.</p> <p>Children can identify how to show kindness to others and explore what forgiveness means.</p>	<p>Children recognise the ways they are same and different</p> <p>Children can explain what bullying is and how it might make someone feel. They can explain what to do if bullying is happening.</p> <p>Children can identify when it is important to ask and give or not give permission regarding physical contact. They can give examples of people they can talk to if they feel unsafe or uncomfortable.</p>	<p>Children recognise the ways they are same and different and understand that some people have fixed ideas about gender (stereotypes)</p> <p>Children can explain what bullying is, how it makes others feel and give different examples of bullying. They can suggest ways to combat bullying, including online.</p> <p>Children can suggest different scenarios when it is important to ask and give or not give permission. They can give examples of who they can talk to if they feel unsafe or uncomfortable.</p>	<p>Children can identify different types of bullying including cyberbullying and can give examples of each.</p> <p>Children can identify what a bystander is and suggest what to do if they see someone being bullied.</p> <p>Children understand the importance of respecting others even if they are different, make different choices or have different preferences and beliefs</p> <p>Children can suggest ways to be respectful towards others</p> <p>Children listen and respond to others respectfully</p> <p>Children can identify what prejudice discrimination looks</p>	<p>Children can identify different types of bullying including cyberbullying, give examples of each and describe the impact of bullying.</p> <p>Children understand the responsibilities of a bystander (primarily reporting bullying to an adult) and how they can get help.</p> <p>Children can explain different ways someone may be different to them and understand the importance of mutual respect despite their differences, choices and beliefs.</p> <p>Children can suggest practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>Children can suggest ways to be respectful towards different types of relationships.</p> <p>Children listen and respond to others respectfully</p> <p>Children can explain what prejudice and</p>	<p>Children can describe different types of bullying, (including cyberbullying) and how it impacts on someone's mental wellbeing</p> <p>Children can describe what makes up their personal identity</p> <p>Children can give examples of stereotypes and know that they are not always accurate and can negatively influence behaviours towards others</p>	<p>Children can describe different types of bullying, identify reasons why someone might bully (including cyberbullying) and how it impacts on someone's mental wellbeing.</p> <p>Children can recognise that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</p> <p>Children can explain what a stereo-type is and give examples of negative attitudes towards others. They recognise how</p> <p>how to challenge stereotypes.</p>
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				life and what it means to exclude someone	discrimination is using examples and can identify how being excluded might make others feel.		
Online Relationships				Children can identify different online relationships Children understand how people's online actions can impact others in the same way as face to face	Children can give examples of different online relationships Children can describe the impact of people's online actions to others in different scenarios	Children can understand that knowing someone online differs from knowing someone face-to-face Children can describe simple ways of how the internet and social media can be used positively.	Children can critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Children understand the negative impacts of social media and describe ways they can use different social media platforms safely and positively.
Being safe	Children can recognise how to keep safe in school	Children can name different jobs in the community that help keep them safe. They can suggest basic rules and	Children can name different jobs and explain what they do in the community that help keep them safe.	Children can recognise the difference between when a secret should be kept or shared with someone they trust	To be able to give examples of when secrets should be kept or shared with someone they trust. To identify that all children have rights	Children recognise reasons for rules and laws	Children recognise reasons for rules and laws in different contexts and describe consequences of not adhering to rules and laws.

		<p>restrictions that help them to keep safe and decide if choices are safe or unsafe.</p> <p>Children can recognise when a secret should be kept or not kept and who to ask for help if they feel uncomfortable or unsafe.</p>	<p>They can identify rules in different situations and places that help keep them safe.</p> <p>Children can recognise when a secret should be kept and not kept and who to ask for help if they feel uncomfortable or unsafe.</p>	<p>Children can identify that all children have rights</p> <p>Children can recognise risks in the local environment and suggest ways to keep safe</p> <p>Children recognise school rules and restrictions that help to keep them safe and identify that there are laws in society that keep everyone safe</p>	<p>and name some of those rights.</p> <p>Children can recognise and assess risks in a range of different areas and less familiar locations in the local environment and suggest ways to keep safe</p> <p>Children can describe and give examples rules and restrictions and laws that exist to help people safe and know how to respond if a situation is anti-social or against the law.</p>	<p>consequences of not adhering to rules and laws</p> <p>Children can identify some of their human rights.</p>	<p>Children can identify different human rights and that they are there to protect individuals. The can give some examples of actions to help defend them.</p>
Mental wellbeing	<p>Children explore different simple feelings</p> <p>Happy, sad, angry and are able to match to facial expressions.</p> <p>Children can explain different reasons why someone might be happy or sad</p>	<p>Children can identify and name some feelings. They recognise likes and dislikes.</p> <p>Children begin to understand that some feelings are difficult to control and can identify some ways to manage these big feelings and who can help with managing their feelings.</p>	<p>Children can identify and name a range of different feelings.</p> <p>Children can demonstrate that they can manage some feelings in a positive and effective way and suggest who can help when they need further help.</p>	<p>Children can identify their personal qualities and they recognise their own worth and that of others.</p> <p>They can explain, in the context of their own lives, how everyday things can affect feelings</p> <p>They understand the Importance of expressing feelings and can suggest ways of how to</p>	<p>Children can confidently identify their personal qualities and they recognise their own worth and that of others.</p> <p>They can explain, in the context of their own lives and other peoples lives, how everyday things can affect a range of different feelings at different intensities.</p> <p>They understand the Importance of</p>	<p>They can identify some factors that affect emotional health and well-being. They are able to see others point of view. They can recognise positive things about themselves.</p> <p>how mental and physical health are linked</p> <p>how positive friendships and being</p>	<p>They can with confidence identify factors that affect emotional health and well-being. They recognise and challenge stereotypes. They recognise positive things about themselves and their achievements.</p>

	<p>Children begin to learn how to manage anger appropriately</p> <p>Children recognise activities that make them happy</p>			<p>express them in different ways</p>	<p>expressing feelings and have strategies in place to help express them in different ways.</p>	<p>involved in activities such as</p> <p>clubs and community groups support wellbeing</p> <p>how to recognise early signs of physical or mental ill-health</p> <p>that anyone can experience mental ill-health and to discuss concerns with a trusted adult</p>	
Internet safety and harms	<p>Children can recognise some dangers of using an electronic device.</p>	<p>Children can decide if something they see online is trustworthy and who to tell if they see something that worries them.</p> <p>Children understand that people can pretend to be someone they aren't.</p> <p>Children can recognise that</p>	<p>Children can explain why not everything they see online is trustworthy and who to tell if they see something that worries them.</p> <p>Children can suggest different places and scenarios someone might pretend to be someone they aren't.</p> <p>Children can explain why taking screen</p>	<p>Children know what to do if something that makes them feel uncomfortable online</p> <p>Children can identify what peer pressure is and how it can be shown online.</p> <p>Children know what personal information is and that information</p>	<p>Children can explain in clear steps what to do if they feel uncomfortable online.</p> <p>Children know how to respond to pressure online</p> <p>Children can explain a range of ways to keep safe online on different platforms and devices.</p> <p>Children can explain that there are age restrictions to some online platforms and</p>	<p>Children recognise the risks and rewards of using Internet communication tools and understand how to protect themselves and the devices they use. Children understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it may impact on others</p>	<p>Children recognise the appropriate online tools to collaborate and communicate with others, understanding how to protect themselves from cyberbullying or causing hurt to others, especially when using social networks. Children understand the need to respect the rights of other users, and understand their own responsibility for information that is shared and how it</p>

		taking screen breaks is important for health	breaks is important for health and suggest other things to do.	online can be seen and used by others. Children can identify what inappropriate content might look like online and know what to do in those circumstances,	identify inappropriate content.	Children can identify ways of seeking and giving consent before images or personal information is shared with friends or family Children can recognise that not everything they see online is reliable or trustworthy.	may impact on others. Children can evaluate how reliable different types of online content and media are
Physical health and fitness	Children can identify ways to keep clean in their everyday lives. Children can talk about exercises that they enjoy	Children can talk about activities that they enjoy that keeps them physically active. Children can order daily routines that help to take care of themselves.	Children can list a variety of activities that people might do to keep physically active. Children can explain how to take care of themselves on a daily basis and why it's important.	Children can describe what they do everyday to keep healthy and clean. Children know that physical activity and sleep helps keep our body and mind healthy. Children can give examples of things they do to be active daily and weekly	Children can describe what they do everyday to keep healthy and clean and understand the consequences if they don't. Children know how regular physical activity and sleep affects bodies and feelings and what happens without these. Children can give examples of things that people can do to be active daily and weekly and can identify areas where they could make their own lives more active.	Children can describe how to make choices that support a healthy, balanced lifestyle. Children know what a habit is, how to build up good habits and identify that habits can be healthy or unhealthy.	Children can describe how to make choices that support a healthy, balanced lifestyle and analyse areas in their own lives that could be healthier. Children can identify different strategies to help change or break an unhealthy habit or take up a new healthy one.

Healthy eating		<p>Children can group different foods into healthy foods to keep their body healthy.</p> <p>Children can identify foods that have high sugar and know that it has a bad effect on teeth.</p>	<p>Children can explain what being healthy means and suggest different ways to keep their body healthy.</p> <p>Children recognise different foods with sugar, the effect it has on their teeth and identify alternatives to eat.</p>	<p>Children recognise that different food groups make up a healthy diet.</p> <p>They understand that their choices about what to eat and drink have an effect on their health.</p>	<p>Children recognise and give examples of different food groups and ratios that make up a healthy diet.</p> <p>Children can give positive and negative consequences to their health when eating and drinking different foods and drinks.</p>	<p>Children can use their own knowledge from previous years about healthy eating and are able to plan their own different types of healthy meal,</p>	<p>Children can use their own knowledge from previous years about healthy eating and are able to plan their own different types of healthy meal,</p>

Drugs, alcohol and tobacco		<p>Children can identify scenarios when people might take medicines.</p> <p>Children understand that medicines should be taken with adult – supervision and recognise which symbols might be unsafe.</p>	<p>Children can explain different reasons why people take medicines and get vaccinations.</p> <p>Children can explain a variety of ways of how to keep safe around medicines and household products and are able to identify what different warning symbols look like on household products.</p>	Children know how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly	Children know rules about how to take medicine and how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly	<p>Children can identify different drugs common to everyday life</p> <p>Children can identify that some drugs are legal and illegal and give reasons why people choose to use or not use different drugs</p> <p>Children can identify how people can prevent risks associated with drugs</p>	<p>Children can identify different drugs common to everyday life and how it can affect health and wellbeing.</p> <p>Children can describe that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal. They can give reasons why people choose to use or not use different drugs</p> <p>Children can explain and describe different ways people can prevent or reduce the risks associated with drug</p>
Health and prevention	Children can talk about ways they keep safe at school and how to keep safe on roads	Children can talk about ways to keep safe in the sun	Children can explain preventative measures to take to help keep safe in the sun and why it is important.	Children explain preventative measures to keep teeth healthy.	Children can give reasons why oral hygiene is important and explain preventative measures to keep teeth healthy.	Children can suggest ways to keep physically active, They understand how to balance time spent online with other activities and can identify why the body needs to sleep.	Children can suggest ways to keep physically active, They understand the effects of being online too much and know how to balance time spent online with other activities.

							They can identify strategies that support good quality sleep
Basic first aid		<p>Children can identify situations that would need a firefighter, policeman or ambulance.</p> <p>Children know the emergency number 999</p> <p>Children can describe their surroundings accurately and are able to provide their home address</p>	<p>Children can identify what an emergency might look like.</p> <p>Children know to call 999 in an accident and emergency.</p> <p>Children can describe their surroundings accurately and are able to provide their home address.</p>	<p>Children can identify what to do if there is an accident. They can suggest ways to deal with minor injuries such as bites, stings, cuts and grazes.</p>	<p>Children can compare the severity of an accident and know what to do. They can suggest ways to deal with minor injuries such as bites, stings, cuts and grazes.</p>	<p>Children identify the importance of remaining calm in an emergency</p> <p>Children can describe how to carry out basic first aid.</p> <p>Children know how to identify scalds, cuts, bleeds, asthma attacks or allergic reactions.</p>	<p>Children identify the importance of remaining calm in an emergency</p> <p>Children can describe how to carry out basic first aid.</p> <p>Children can describe different steps to take with minor injuries including scalds, cuts, bleeds, asthma attacks or allergic reactions.</p>

<p>Changing adolescent body</p>					<p>Children know how puberty relates to growing from childhood to adulthood</p> <p>Children can identify the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</p> <p>Children can describe how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p>	<p>Children begin to consider puberty and reproduction</p> <p>Children describe how and why the body changes during puberty in preparation for reproduction and can talk about puberty and reproduction with confidence</p> <p>Children can identify the reproductive organs and process and know how babies are conceived and born and how they need to be cared for.</p>
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APPENDIX 2: PSHE (Personal, Social, Health Education) Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Cycle ½	Who is my family? BV: Mutual respect/ Respect for others of different faiths and beliefs	How do I make friends and look after them? BV: Mutual respect	How can I keep myself safe/healthy?	How am I feeling?	What is my day like? NOIOS: You Choose BV: Individual liberty	What can I spend my money on? BV: Individual liberty
Y1/2 Cycle 1	What is the same and different about us? BV: Mutual respect/ Respect for others of different faiths and beliefs	Who is special to us? BV: Mutual respect	What helps us stay healthy?	What can we do with money? BV: individual liberty	Who helps to keep us safe? BV: The rule of Law	What jobs do people do? BV: Individual liberty
Y1/2 Cycle 2	What makes a good friend? BV: Mutual respect	What is bullying? BV: Mutual respect	How do we recognise our feelings?	What helps us to stay safe? BV: The rule of Law	What helps us grow and stay healthy?	How can we look after each other and the world? BV: Rule of law/ Individual Liberty
Y3/4 cycle 1	How do we treat each other with respect? BV: Mutual respect	What keeps us safe? First Aid visitor BV: The rule of Law	What are families like? BV: Mutual respect	What is diversity? BV: Mutual Respect/ Respect for others of different faiths and beliefs	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?

Y3/4 cycle 2	What strengths, skills and interests do we have? BV: Mutual respect	How can we be a good friend? BV: Mutual respect	How can we manage our feelings? BV: Mutual respect	What makes a community? BV: Mutual Respect/ Respect for others of different faiths and beliefs	How can our choices make a difference to others and the environment? BV: Individual Liberty	How can we manage risk in different places? BV: The rule of Law
Y5/6 Cycle 1	What makes up a person's identity? BV: Mutual respect/Respect for others of different faiths and beliefs	What decisions can people make with money? BV: Individual liberty	What are human rights? BV: Democracy/Individual Liberty How can we help in an accident or emergency? First Aid visitor	How can friends communicate safely? BV: Rule of law/Mutual respect	How can we keep healthy as we grow? Y5: Puberty inc. menstruation. Maintaining personal hygiene and how/where to get help and advice about puberty. Erections and wet dreams Y6 only: Reproductive Organs and process- how babies are conceived and born and how they need to be cared for*	
Y5/6 Cycle 2	How can the media influence people? BV: Individual liberty		What jobs would we like? BV: individual liberty	How can drugs common to everyday life affect health? BV: Rule of Law	What will change as we become more independent? How do friendships change as we grow? BV: rule of law Y5: Puberty inc. menstruation. Maintaining personal hygiene and how/where to get help and advice about puberty. Erections and wet dreams Y6 only: Reproductive Organs and process- how babies are conceived and born and how they need to be cared for*	

PSHE Core Themes

Living in the Wider World

Health and Wellbeing

Relationships

Christopher Winter Project (endorsed by the PSHE and diocese) is interwoven within the PSHE curriculum to deliver parts of the RSHE objectives. No Outsiders texts are interwoven to teach children about the equality act, promoting equality for all Protected Characteristics.

Appendix 3: Christopher Winter Project RSE Curriculum

Reception Family and Friendship

Scheme of Work

Word BOX: friendship, kindness, happy, sad, shy, feelings, lonely, sorry, angry, family, mum, dad, brother, sister, grandma, grandad, stepmum, stepdad, foster mum, foster dad.

Learning objectives	Statutory Guidance RSHE/Science
To recognise the importance of friendship	Relationships Education Caring friendships (2a,2c, 2d)
To recognise the importance of saying sorry and forgiveness	Families and people who care for me (1a) Respectful relationships (3a)
To recognise that all families are different	Health Education Mental wellbeing (6b,6c,6g)

Year 1 Growing & Caring For Ourselves

Key Stage 1

Scheme of Work

Word BOX: Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva

Learning objectives	Statutory Guidance RSHE/ Science
To understand that we are all different but can still be friends	Relationships Education Respectful relationships (3a,3e) Healthy Education Mental wellbeing (6b,6c)
To discuss how children grow and change	Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body
To explore different types of families and who to ask for help, identify who and help when families make us feel unhappy or unsafe	Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Caring friendships (2e) Respectful relationships (3a,3e) Being Safe (5d,5e) Health Education Mental wellbeing (6b,6c)

Year 2 Differences

Key Stage 1

Scheme of Work

Word BOX: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva

Learning objectives	Statutory Guidance RSHE/ Science
To introduce the concept of gender stereotypes To identify differences between males and females	Relationships Education Respectful relationships (3a,3g) Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body
To explore some of the differences between males and females and to understand how this is part of the lifecycle	Relationships Education Respectful relationships (3a) Key Stage 1 Science - Notice that animals, including humans, have offspring that grow into adults
To focus on physical difference and name body parts	Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body

Year 3/4 Valuing Difference and Keeping Safe

Key Stage 2

Scheme of Work

Word Box: Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship

Learning objectives	Statutory Guidance RSHE/ Science
To explore the differences between males and females and to name the body parts	Relationships Education Respectful relationships (3a)
To consider appropriate and inappropriate physical contact and consent	Relationships Education Caring friendships (2e) Respectful relationships (3b,3d,3f) Being safe (5a,5b,5c,5d,5f,5g)
To explore different types of families and who to go to for help and support	Relationships Education Families and people who care for me (1a,1b,1c,1d,1f,) Being safe (5d,5f,5g, 5h)

Year 5

Puberty

Key Stage 2

Scheme of Work

Word Box: Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair

Learning objectives	Statutory Guidance RSHE/Science
To explore the emotional and physical changes occurring in puberty	Health Education Mental wellbeing (6c, 6d,6f,) Changing adolescent body (8a,8b) Menstruation (9a)
To understand male and female puberty changes in more detail	Health Education Changing adolescent body (8a,8b) Menstruation (9a)
To explore the impact of puberty on the body & the importance of hygiene To explore ways to get support during puberty	Health Education Mental wellbeing (6a,6b,6c, 6d,6e,6f,) Changing adolescent body (8a,8b) Menstruation (9a)

Year 6 includes Sex Education

Year 6

Puberty, Relationships and Reproduction

Key Stage 2

Scheme of Work

Word Box: Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

Learning objectives	Statutory Guidance RSHE/Science
Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence	Health Education Mental wellbeing (6c,6d,6f,6g,6i,6j) Changing Adolescent body (8a,8b) Non-Statutory Know some basic facts about conception and pregnancy
Exploring the importance of communication and respect in relationships	Relationships Education Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e)
To consider different ways people might start a family	Relationships Education Families and people who care for us (1c,1d,1e) Key Stage 2 Science - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents Non-Statutory Know some basic facts about conception and pregnancy
To explore positive and negative ways of communicating in a relationship	Relationships Education Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i)

Appendix 4: Additional Reference Links

DFE Guidance – ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ 2019. This guidance sets out legal duties with which schools must comply when teaching relationships education, RSE and health education.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

The Church of England Vision for Education – ‘Deeply Christian, Serving the Common Good’; Autumn 2016. Our church schools must be committed to being welcoming and inclusive communities where all feel included, can learn and flourish, living out Jesus’s promise of ‘life in all its fullness’ (John 10:10), regardless of their family arrangements, beliefs or sexual or gender orientation. <https://www.churchofengland.org/more/education-and-schools/vision-education>

The Equality Act 2010. The Act protects people from discrimination and harassment. It places a duty on educational facilities to be proactive in considering the need to address inequalities.

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Valuing All God’s Children (VAGC) published by the Church of England’s education Office; Summer 2019 (2nd Edition). This document seeks to offer guidance and support in tackling homophobic, biphobic and transphobic bullying in schools

https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

Pastoral Principles for Living Well Together; Church of England; April 2019. These principles help shape the way we all relate to one another. The document can be found here:

<https://www.churchofengland.org/sites/default/files/2019-02/PAG-PP-website.pdf>

The Church of England’s Education Office publication, ‘RSHE Principles and Charter’ – This document explores the pastoral principles in more depth and how they relate to delivery of RSE in schools.

https://www.churchofengland.org/sites/default/files/2019-11///RSHE%20Principles%20and%20Charter_0.pdf

Advice Document for Schools and Community Groups; Southampton SACRE; Revised January 2020
:

<http://www.youngsouthampton.org/working-with-children/schools-guidance/sacre/local-advice-guidance.aspx>