

# CRANMORE INFANT SCHOOL



## Relationships and Health Education Policy

**Approved by:** Governing Body

**Date:** September 2021

**Last reviewed on:** N/A

**Next review due  
by:** September 2023

# Contents

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Organisation of the curriculum
4. Consultation with parents
5. Relationships education overview
6. Relationships education per year group
7. Health education overview
8. Health education per year group
9. Sex education
10. Delivery of the curriculum
11. Equality and accessibility
12. Curriculum links
13. Withdrawing from the subjects
14. Behaviour
15. Staff training
16. Confidentiality
17. Monitoring quality
18. Monitoring and review

## **Statement of intent**

At Cranmore Infant School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. State-funded primary schools are also required to teach health education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

## 1.    **Legal framework**

1.1. RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). All schools are legally obliged to have an up-to-date policy that describes the content and organisation of RSE that is taught outside of science in the National Curriculum. Our policy is available to parents through the school website and a copy can be made available upon request.

- Relationships and Sex Education (RSE) is an important part of PSHE Education (DfE, 2014).

- When any school provides RSE, they must have regard to the Secretary of States guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).

Compulsory aspects of RSE: - The sex education contained in the National Curriculum science (Key Stages 1-4) is compulsory in maintained schools. All state-funded schools must have 'due regard' to the Secretary of State's guidance on RSE (DfE, 2000).

1.2. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2020) 'Teaching about relationships, sex and health'

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

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- Confidentiality Policy
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Online Safety Policy
- Visitor Policy

## 2.    **Roles and responsibilities**

2.1. The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

2.2. The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on a bi-annual basis.

2.3. The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

2.4. All teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.

- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.
- 2.5. In line with 2.4, all teachers and some teaching assistants will be delivering relationships, sex and health education are outlined below:
- 2.6. The SENCO is responsible for:
- Advising teaching staff how best to identify and support pupils' individual needs.
  - Advising staff on the use of TAs in order to meet pupils' individual needs.

### 3.     **Organisation of the curriculum**

- 3.1. Every primary school is required to deliver statutory relationships education and health education.
- 3.2. For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships.
- 3.3. For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- [The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school's PSHE curriculum.
- 3.4. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.
- 3.5. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- 3.6. The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.
- 3.7. We consult with parents, pupils and staff in the following ways:
- Questionnaires and surveys
  - Meetings
  - Training sessions
  - Newsletters and letters
- 3.8. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:
- Organising a meeting with the headteacher or PSHE leader.
  - Emailing Cranmore Infant School office.
- 3.9. The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

- 3.10. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

## **4. Consultation with parents**

- 4.1. The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.
- 4.2. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in section 3 of this policy.
- 4.3. Parents are provided with the following information:
- The content of the relationships, sex and health curriculum
  - The delivery of the relationships, sex and health curriculum, including what is taught in each year group
  - The legalities surrounding withdrawing their child from the subjects
  - The resources that will be used to support the curriculum
- 4.4. The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.
- 4.5. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

## **5. Relationships education overview**

### **Families and people who care for me**

- 5.1. By the end of Infant school, pupils will know:
- That families are important for them growing up because they can give love, security and stability.
  - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
  - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
  - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
  - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring friendships**

- 5.2. By the end of Infant school, pupils will know:
- How important friendships are in making us feel happy and secure, and how people choose and make friends.

- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

### **Respectful relationships**

5.3. By the end of Infant school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

5.4. By the end of Infant school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- The risks associated with people they have never met.
- How information and data is shared and used online.

### **Being safe**

5.5. By the end of Infant school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.

- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

## 6. Relationships education per year group

- 6.1. The school is free to determine, within the statutory curriculum content outlined in section 5, what pupils are taught during each year group.
- 6.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.
- 6.3. The school plans a progressive curriculum in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to Junior school.
- 6.4. **Nursery**

NURSERY		
Relationships		
Term	Being Me in My World	Relationships
Jigsaw Piece		
Knowledge	<ul style="list-style-type: none"> <li>• To know some things that make me happy.</li> <li>• To know we are all different.</li> <li>• I am beginning to know the rules of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• I am beginning to know how to help themselves and others when they feel upset and hurt.</li> <li>• I know I belong to a family.</li> <li>• I know what to say and do if somebody is mean to me.</li> <li>• I am beginning to know how to make friends.</li> <li>• I know how to help themselves and others when they feel upset and hurt.</li> </ul>
Understanding	<ul style="list-style-type: none"> <li>• I understand how it feels to belong.</li> <li>• I understand how happy and sad can be expressed.</li> <li>• I understand it is good to be kind to people.</li> <li>• I am starting to understand children's rights to work and play.</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you about my family.</li> <li>• I understand how to make friends if I feel lonely.</li> <li>• I can tell you some of the things I like about my friends.</li> </ul>
Attitudes and Behaviour	<ul style="list-style-type: none"> <li>• I try to help others to feel welcome.</li> <li>• I can play together.</li> <li>• I can begin to consider people's feelings</li> <li>• I can use gentle hands.</li> <li>• I try to make our Nursery/Pre-school community a better place.</li> <li>• I am beginning to think about everyone's right to learn.</li> <li>• I am beginning to care about other people's feelings.</li> <li>• I am beginning to work with others.</li> <li>• I am beginning to follow the rules of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use Calm Me time to manage my feelings.</li> <li>• I can work together and enjoy being with my friends.</li> <li>• I can try to solve friendship problems when they occur.</li> <li>• I am beginning to show respect in how they treat others.</li> </ul>

## Reception

RECEPTION		
Relationships		
Term	Being Me in My World	Relationships
<b>Jigsaw Piece</b>		
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>To know we are all similar and different.</li> <li>To know some feelings</li> <li>Begin to know what responsible means.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to make friends.</li> <li>I know how to make friends to stop myself from feeling lonely.</li> <li>I know how to help myself and others when they feel upset and hurt</li> <li>Know what makes a good relationship.</li> <li>I know how to be a good friend.</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>Understand how it feels to belong</li> <li>I understand why it is good to be kind and use gentle hands.</li> <li>I am starting to understand children's rights and this means we should all be allowed to learn and play.</li> <li>I can beginning to think about everyone's right to learn.</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you about my family and what they do for me.</li> <li>I can identify some of the jobs I do in my family and how I feel like I belong.</li> <li>I am starting to understand the impact of unkind words.</li> </ul>
<b>Attitudes and Behaviour</b>	<ul style="list-style-type: none"> <li>I try to help others to feel welcome.</li> <li>I can play together.</li> <li>I can begin to consider people's feelings</li> <li>I can use gentle hands.</li> <li>I try to make our Nursery/Pre-school community a better place.</li> <li>I am beginning to think about everyone's right to learn.</li> <li>I am beginning to care about other people's feelings.</li> <li>I am beginning to work with others.</li> <li>I am beginning to follow the rules of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>I can use Calm Me time to manage my feelings.</li> <li>I can work together and enjoy being with my friends.</li> <li>I can try to solve friendship problems when they occur.</li> <li>I am beginning to show respect in how they treat others.</li> </ul>

## 6.5. Year 1

YEAR ONE		
Relationships		
Term	Being Me in My World	Relationships
<b>Jigsaw Piece</b>		
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>I know that I belong in my class.</li> <li>I know how to make my class a safe place for everyone to learn.</li> <li>I recognise a range of feelings when I face certain consequences.</li> <li>I know my views are valued.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to make a new friend.</li> <li>I know how it feels to belong to a family and care about the people who are important to me.</li> <li>I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</li> <li>I know who can help me in my school community.</li> <li>I know when I need help and know how to ask for it.</li> <li>I am beginning to know how to help myself and others when they feel upset or hurt.</li> <li>I know and show what makes a good relationship.</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>I understand how it feels to belong and that others have the right to belong.</li> <li>I understand my choices.</li> <li>I understand the rights and responsibilities as a member of my class.</li> <li>I can think about everyone's right to learn.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the members of my family and understand that there are lots of different types of families.</li> <li>I can identify what being a good friend means to me.</li> <li>I can recognise which forms of physical contact are acceptable and unacceptable to me.</li> <li>I know ways to praise myself.</li> <li>I can tell you why I appreciate someone who is special to me.</li> </ul>
<b>Attitudes and Behaviour</b>	<ul style="list-style-type: none"> <li>I can help others to feel welcome.</li> <li>I try to make our school community a better place.</li> <li>I care about other people's feelings and I can try to make them feel happy.</li> <li>I feel special and safe in my class.</li> <li>I recognise how it feels to be proud of my achievements.</li> <li>I can recognise the choices I make and understand the consequences.</li> <li>I can confidently work well with others.</li> <li>I choose to follow the rules of the classroom and the school.</li> </ul>	<ul style="list-style-type: none"> <li>I can try to solve friendship problems when they occur.</li> <li>I can help others to feel part of a group.</li> <li>I can show respect in how I treat others.</li> <li>I can recognise my qualities as person and a friend.</li> <li>I can express how I feel about people who are special to me.</li> </ul>

## 6.6. Year 2

YEAR TWO	
PSHE curriculum	
Term	Relationships
Jigsaw Piece	Being Me in My World
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>I can identify some hopes and fears for this year.</li> <li>I recognise when I feel worried and who I can ask for help.</li> <li>I know how to make my class a safe and fair place.</li> <li>I know my views are valued and I can value the ideas of others.</li> <li>I know that boys and girls are different.</li> <li>I can tell you how being bullied might feel.</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>I understand the rights and responsibilities for being a member of my class and school.</li> <li>I understand how following the rules will help me and others learn.</li> <li>I recognise the choices I make and understand the consequences.</li> <li>I understand that everyone has a right to learn.</li> </ul>
<b>Attitudes and Behaviour</b>	<ul style="list-style-type: none"> <li>I can listen to other people and contribute my own ideas about rewards and consequences.</li> <li>I can work co-operatively.</li> <li>I choose to follow the rules.</li> <li>I can confidently make others feel welcome.</li> <li>I make a contribution to making our school community a better place.</li> <li>I care about other people's feelings and I can try to make them feel happy.</li> <li>I can confidently work well with others, allowing and encouraging everyone to take part.</li> <li>I consistently choose to follow the rules of the classroom and the school and</li> </ul>

## 7. Health education overview

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

### Mental wellbeing

7.2. By the end of Infant school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving are appropriate and proportionate.
- The benefits of physical exercise, time outdoors on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.

- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.

### **Internet safety and harms**

7.3. By the end of Infant school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age-restricted.
- Where and how to report concerns and get support with issues online.

### **Physical health and fitness**

7.4. By the end of Infant school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular exercise.
- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

### **Healthy eating**

7.5. By the end of Infant school, pupils will know:

- What constitutes a healthy diet
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating and other behaviours.

### **Drugs alcohol and tobacco**

7.6. By the end of Infant school, pupils will know:

- About harmful substances and associated risks, including smoking, alcohol use and medicines.

### **Health and prevention**

7.7. By the end of Infant school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.
- 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, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.

### Basic first aid

7.8. By the end of Infant school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

## 8. Health education per year group

8.1. The school is free to determine, within the statutory curriculum content outlined in section 7, what pupils are taught during each year group.

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

8.3. The school plans a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to Junior school.

8.4. **Nursery**

NURSERY			
PSHE curriculum			
Term	Health Education		
Jigsaw Piece	Celebrating Difference	Healthy Me	Changing Me
Knowledge	<ul style="list-style-type: none"> <li>• I know that families are all different.</li> <li>• I know some ways to make friends.</li> <li>• I know there are lots of different houses and homes.</li> <li>• I am beginning to know how to help if someone is being bullied</li> <li>• I am beginning to know what a compliment is.</li> </ul>	<ul style="list-style-type: none"> <li>• I know the names for some parts of my body.</li> <li>• I know what the word "healthy" means and that some foods are healthier than others.</li> <li>• I know how to help myself go to sleep and that sleep is good for me.</li> <li>• I know what to do if I get lost and how to say NO to strangers.</li> <li>• I know some ways to be a good friend.</li> </ul>	<ul style="list-style-type: none"> <li>• I know some food I can eat to keep me healthy.</li> <li>• I know that we all start as babies and grow into children and then adults.</li> <li>• I know that I grow and change.</li> <li>• I am beginning to know who to ask for help if I am worried about change.</li> </ul>
Understanding	<ul style="list-style-type: none"> <li>• I can tell you one way I am special or unique.</li> <li>• I am beginning to know how to give and receive compliments.</li> </ul>	<ul style="list-style-type: none"> <li>• I am starting to understand that I need to be active to be healthy.</li> <li>• I can tell you some of the things I need to do to be healthy.</li> </ul>	<ul style="list-style-type: none"> <li>• I am beginning to understand that everyone is unique and special.</li> <li>• I can tell you some things I can do.</li> <li>• I am beginning to understand and respect the changes that I see in myself.</li> <li>• I understand and respect the changes that they I in other people.</li> </ul>
Attitudes and Behaviour	<ul style="list-style-type: none"> <li>• I know what it feels like to be proud of something I am good at.</li> <li>• I can use my words to stand up for myself.</li> <li>• I am beginning to accept that everyone is different.</li> <li>• I can sometimes include others when working and playing.</li> <li>• I am beginning try to solve problems.</li> <li>• I try to use kind words.</li> </ul>	<ul style="list-style-type: none"> <li>• I can wash my hands and know it is important to do this before I eat and after I go to the toilet.</li> <li>• I am beginning to make healthy choices with support.</li> <li>• I try to eat a healthy and balanced diet with support.</li> <li>• I try to be physically active.</li> <li>• I try to keep myself safe with support.</li> <li>• I try to keep calm and deal with difficult situations with support.</li> <li>• I enjoy having friends.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name parts of my body and show respect for myself.</li> <li>• I am beginning to express how I feel when change happens.</li> <li>• I can talk about how I feel moving to School from Nursery.</li> <li>• I am looking forward to change.</li> <li>• I can remember some fun things about Nursery this year.</li> </ul>

## 8.5. Reception

RECEPTION			
PSHE curriculum			
Health Education			
Jigsaw Piece	Celebrating Difference	Healthy Me	Changing Me
Knowledge	<ul style="list-style-type: none"> <li>I know we are all different but the same in some ways.</li> <li>I can tell you why my home is special to me.</li> <li>I can tell you how to be kind to a friend.</li> <li>I know some ways to help if someone is being bullied.</li> <li>I know what a compliment is.</li> </ul>	<ul style="list-style-type: none"> <li>I know which foods are healthy and not so healthy and can make healthy eating choices.</li> <li>I know how to help myself go to sleep and understand why sleep is good for me.</li> <li>I know what a stranger is and how to stay safe if a stranger approaches me.</li> </ul>	<ul style="list-style-type: none"> <li>I can name parts of the body.</li> <li>I know some things I can do and foods I can eat to be healthy.</li> <li>I know who to ask for help if I am worried about change.</li> </ul>
Understanding	<ul style="list-style-type: none"> <li>I understand that being different makes us all special.</li> <li>I know how to give and receive compliments.</li> </ul>	<ul style="list-style-type: none"> <li>I understand that I need to exercise to keep my body healthy.</li> <li>I understand how moving and resting are good for my body.</li> </ul>	<ul style="list-style-type: none"> <li>I understand that everyone is unique and special.</li> <li>I understand and respect the changes I see in myself.</li> <li>I understand that we all grow from babies to adults.</li> <li>I understand and respect the changes that I see in other people.</li> </ul>
Attitudes and Behaviour	<ul style="list-style-type: none"> <li>I can identify something I am good at and understand everyone is good at different things.</li> <li>I can use words to stand up for myself when someone says or does something unkind.</li> <li>I accept that everyone is different.</li> <li>I can include others when working and playing.</li> <li>I can try to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</li> <li>I am beginning to make healthy choices.</li> <li>I try to eat a healthy and balanced diet.</li> <li>I am physically active.</li> <li>I try to keep myself safe.</li> <li>I try to keep calm and deal with difficult situations.</li> <li>I enjoy having friends and I am kind to my others.</li> </ul>	<ul style="list-style-type: none"> <li>I can express how I feel when change happens.</li> <li>I can express how I feel about moving to Year 1.</li> <li>I can talk about my worries and/or the things I am looking forward to about being in Year 1.</li> <li>I am looking forward to change.</li> <li>I can share my memories of the best bits of this year in Reception.</li> </ul>

## 8.6. Year 1

PSHE curriculum			
Health Education			
Term	Celebrating Difference	Healthy Me	Changing Me
Jigsaw Piece			
Knowledge	<ul style="list-style-type: none"> <li>I know some similarities and differences between people in my class.</li> <li>I can tell you some ways in which I am the same and different to my friends.</li> <li>I know what bullying is.</li> <li>I know how to help if someone is being bullied.</li> <li>I know some people I could talk to if I was feeling unhappy or being bullied.</li> <li>I know how to make new friends.</li> <li>I know how to give compliments.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to make healthy lifestyle choices.</li> <li>I know how to keep myself clean and healthy, and understand how germs cause disease/illness.</li> <li>I know that all household products including medicines can be harmful, if not used properly.</li> <li>I know some ways to help myself when I feel poorly.</li> <li>I know how to keep safe when crossing the road, and about people who can help me to stay safe.</li> </ul>	<ul style="list-style-type: none"> <li>I know that changes are OK and that sometimes they will happen whether I want them to or not.</li> <li>I know and can tell you how my body has changed since I was a baby.</li> <li>I can identify the parts of the body that make boys different to girls and can use the correct names for these penis, testicles, vagina and breasts.</li> <li>I know who to ask for help if I am worried about change.</li> <li>I know some ways to cope with changes.</li> </ul>
Understanding	<ul style="list-style-type: none"> <li>understand how being bullied might feel.</li> <li>I can tell you some ways I am different to my friend and I understand these differences make us all special and unique.</li> </ul>	<ul style="list-style-type: none"> <li>I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.</li> <li>I understand that medicines can help me if I feel poorly and I know how to use them safely.</li> <li>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</li> </ul>	<ul style="list-style-type: none"> <li>I understand that everyone is unique and special.</li> <li>I am starting to understand the life cycles of animals and humans.</li> <li>I understand that changes happen as we grow and that this is OK.</li> <li>I can tell you some things about me that have changed and some things about me that have stayed the same.</li> <li>I understand and respect the changes that I see in myself.</li> <li>I understand that growing up is natural and that everybody grows at different rates.</li> <li>I understand and respect the changes that I see in other people.</li> <li>I understand that every time I learn something new I change a little bit.</li> <li>I can tell you about changes that have happened in my life.</li> </ul>
Attitudes and Behaviour	<ul style="list-style-type: none"> <li>I can be kind to people who are being bullied.</li> <li>I know how it feels to make a new friend.</li> <li>I accept that everyone is different and that's good.</li> <li>I confidently include others when working and playing.</li> <li>I can solve problems.</li> <li>I regularly use kind words.</li> </ul>	<ul style="list-style-type: none"> <li>I can make healthy choices.</li> <li>I can eat a healthy and balanced diet.</li> <li>I feel good about myself when I make healthy choices.</li> <li>I enjoy being physically active.</li> <li>I know I am special so I keep myself safe.</li> <li>I know how to keep calm and deal with difficult situations.</li> <li>I can recognise when I feel frightened and know who to ask for help.</li> <li>I can recognise how being healthy helps me to feel happy.</li> <li>I know how to be a good friend and enjoy healthy relationships.</li> </ul>	<ul style="list-style-type: none"> <li>I can express how they feel when change happens.</li> <li>I respect my body and understand which parts are private.</li> <li>I enjoy learning new things.</li> <li>I am looking forward to change.</li> <li>I can confidently share my memories of the best bits of this year in Reception.</li> </ul>

## 8.7. Year 2

PSHE curriculum			
Health Education			
Term			
Jigsaw Piece	Celebrating Difference	Healthy Me	Changing Me
Knowledge	<ul style="list-style-type: none"> <li>I know that boys and girls are different.</li> <li>I can tell you how being bullied might feel.</li> <li>I know what bullying is and some things I can do to stop it.</li> <li>I know how to help others who are being bullied.</li> <li>I confidently know how to help if someone is being bullied.</li> <li>I know many good qualities that make a good friend and I try to be good friends.</li> <li>I know how to give and receive compliments.</li> </ul>	<ul style="list-style-type: none"> <li>I know what I need to keep my body healthy.</li> <li>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.</li> <li>I know which foods are nutritious for my body.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina and breasts) and appreciate that some parts of my body are private.</li> <li>I know who to ask for help if I am worried about change.</li> </ul>
Understanding	<ul style="list-style-type: none"> <li>I can tell you some ways I am different to my friends and I understand these differences make us special and unique.</li> <li>I understand that bullying is sometimes about difference.</li> <li>I am starting to understand that sometimes people make assumptions about boys and girls (like weepers).</li> <li>I understand some ways in which boys and girls and girls are different and accept that this is okay.</li> <li>I understand that it is okay to be different from other people and to be friends with them.</li> <li>I understand that we shouldn't judge people if they are different.</li> </ul>	<ul style="list-style-type: none"> <li>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.</li> <li>I can tell you when a feeling is weak and when a feeling is strong.</li> <li>I understand how medicines work in my body and how important it is to use them safely.</li> <li>I can make some healthy snacks and explain why they are good for my body.</li> </ul>	<ul style="list-style-type: none"> <li>I understand that everyone is unique and special.</li> <li>I can recognise cycles of life in nature.</li> <li>I understand there are some changes that are outside my control and can recognise how I feel about this.</li> <li>I can tell you about the natural process of growing from young to old and understand that this is not in my control.</li> <li>I can identify people I respect who are older than me.</li> <li>I understand and respect the changes that I see in myself.</li> <li>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</li> <li>I understand and respect the changes that I see in other people.</li> <li>I understand there are different types of touch and can tell you which ones I like and don't like.</li> </ul>
Attitudes and Behaviour	<ul style="list-style-type: none"> <li>I am kind to people who are being bullied.</li> <li>I know how it feels to be a friend and have a friend.</li> <li>I accept and value differences between people.</li> <li>I confidently include others when working in a group or a team.</li> <li>I can confidently solve problems.</li> <li>I am kind to others.</li> </ul>	<ul style="list-style-type: none"> <li>I am motivated to make healthy lifestyle choices.</li> <li>I feel positive about caring for my body and keeping it healthy.</li> <li>I have a healthy relationship with food and know which foods I enjoy the most.</li> <li>I can express how it feels to share healthy food with my friends.</li> <li>I can decide which foods to eat to give my body energy.</li> </ul>	<ul style="list-style-type: none"> <li>I can express how they feel when change happens.</li> <li>I feel proud about becoming more independent.</li> <li>I can tell you what I like/don't like about being a boy/girl.</li> <li>I am confident to say what I like and don't like and can ask for help.</li> <li>I am looking forward to change.</li> <li>I can identify what I am looking forward to when I move to my next class.</li> <li>I can start to think about changes I will make when I am in Year 3 and know how to go about this.</li> </ul>

## 9. Sex education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum. As an Infant school, this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age.

- 9.1. The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

## 10. Delivery of the curriculum

- 10.1. The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum.
- 10.2. Through effective organisation and delivery of the subject, we will ensure that:
- Core knowledge is sectioned into units of manageable size.
  - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
  - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- 10.3. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical and emotional development.
- 10.4. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- 10.5. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

- 10.6. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 10.7. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
- 10.8. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.
- 10.9. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- 10.10. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.
- 10.11. Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.
- 10.12. Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy. The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.
- 10.13. Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- 10.14. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- 10.15. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 10.16. Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- 10.17. At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.
- 10.18. Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress.

## **11. Equality and accessibility**

- 11.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:
  - Age
  - Sex or sexual orientation

- Race
  - Disability
  - Religion or belief
  - Gender reassignment
  - Marriage or civil partnership
- 11.2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- 11.3. The school understands that pupils with SEND or other needs, such as those with social, emotional or mental health needs, are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.
- 11.4. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.
- 11.5. Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic.
- 11.6. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.
- 11.7. In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.
- 11.8. The school understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the school's designated wellbeing lead to discuss this.

## 12. Curriculum links

- 12.1. The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- 12.2. Relationships, sex and health education will be linked to the following subjects in particular:
- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age.
  - **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
  - **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
  - **Citizenship** – pupils learn about the community and rules, including British values, their responsibilities and the possible consequences of their actions.
  - **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

### **13. Withdrawing from the subjects**

- 13.1. At Cranmore, parents only have the right to withdraw their child from the particular learning about the names of private body parts, as these are not identified specifically in the KS1 Science curriculum. (Reference Relationships Education, Relationships and Sex Education and Health Education guidance ([publishing.service.gov.uk](http://publishing.service.gov.uk)))
- 13.2. Before granting such a request the school will arrange a meeting with parents to discuss any individual concerns and explain the nature and purpose of these sessions, and a record of this will be kept. The Headteacher/PSHE Leader will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. The main one being 'safeguarding', and the school will strongly advise participation in this lesson, so that children have the correct vocabulary to help them stay safe and be safeguarded. It would also include the 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, including the specific vocabulary, rather than what was directly said by the teacher.

If parents choose to withdraw their child from this session, they will need to put this in writing to the Headteacher (using the form in the Appendix) and arrangements will be made for the child to be taught in another class. Permission will not be granted for parents to take children out of school during these sessions. Parents will be informed in the year group newsletter about the teaching being covered that week, but not specifically which days the teaching will take place.

### **14. Staff training**

- 14.1. All staff members at the school will undergo training on a yearly basis to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.
- 14.2. Members of staff responsible for teaching the subjects will undergo further training on a yearly basis, led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.
- 14.3. Training of staff will also be scheduled around any updated guidance on the programme and any new developments.

### **15. Confidentiality**

- 15.1. Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 15.2. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.
- 15.3. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- 15.4. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

## **16. Monitoring quality**

- 16.1. The relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.
- 16.2. The relationships, sex and health education subject leader will conduct subject assessments on a yearly basis, which will include a mixture of the following:
  - Self-evaluations
  - Lesson observations
  - Pupil interviews
  - Learning walks
  - Work scrutiny
  - Lesson planning scrutiny
- 16.3. The relationships, sex and health education subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.
- 16.4. The relationships, sex and health education subject leader will work regularly and consistently with the headteacher and RSE link governor, e.g. through annual review meetings, to evaluate the effectiveness of the subjects and implement any changes.

## **17. Monitoring and review**

- 17.1. This policy will be reviewed on a bi-annual basis by the relationships, sex and health education subject leader and headteacher. The next scheduled review date for this policy is September 2023.
- 17.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.
- 17.3. The governing board is responsible for approving this policy.
- 17.4. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

## 18. Appendix

### Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	

